Board Approved - 08/17/26 (v. 100726)

# CARROLL ISD

## Academic Planning Guide & Grading Guidelines

## 2026-2027

# Carroll ISD
# Academic Planning Guide/Grading Guidelines
# 2026 - 2027


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Andrew Yeager - Board Vice President - Place 7
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### CENTRAL ADMINISTRATION

2400 N. Carroll Ave., Southlake, Texas 76092
Phone: 817-949-8222
Fax: 817-949-8228



### EXECUTIVE LEADERSHIP

Dr. Jeremy Glenn, Superintendent of Schools
Chase Park, Deputy Superintendent of Business & Finance
Brian Nickel, Assistant Superintendent for Administration

### CENTRAL ADMINISTRATION

Jeff Brady, Executive Director of Communications
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Randy Stuart, Executive Director of Technology

# Carroll ISD
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## CISD SECONDARY SCHOOL LEADERSHIP & INFO

### Carroll Senior High School (11-12)
School Hours: 8:00 a.m.-3:30 p.m.
1501 W. Southlake Blvd. Southlake, TX 76092
Phone: 817-949-5800
Fax: 817-949-5858
*Principal: Shatina Lewis*
*Assistant Principal: Charlie Liles*
*Assistant Principal: Amy Skrovan*

### Carroll High School (9-10)
School Hours: 8:00 a.m.-3:30 p.m.
800 White Chapel Blvd. Southlake, TX 76092
Phone: 817-949-5600
Fax: 817-949-5656
*Principal: Patrick Holladay*
*Assistant Principal: Bryan Poehler*
*Assistant Principal: Natalie Eddleman*

### Carroll Middle School (7-8)
School Hours: 8:25 a.m.-3:45 p.m.
1800 Kirkwood Blvd. Southlake, TX 76092
Phone: 817-949-5400
*Principal: Stephanie Martin*
*Assistant Principal: Austin Robinson*
*Assistant Principal: Betsy Compton*

### Dawson Middle School (7-8)
School Hours: 8:25 a.m.-3:45 p.m.
400 S. Kimball Ave. Southlake, TX 76092
Phone: 817-949-5500
*Principal: Nikki Leonard*
*Assistant Principal: Jason Deardorff*
*Assistant Principal: Maddie Meno*

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## VISION STATEMENT

*Empowering all Dragons to achieve excellence.*

## MISSION STATEMENT

*Carroll ISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.*

## GRADUATE PROFILE

| Dragons model . . . | |
|---|---|
| **Critical Thinking** | A Dragon models **critical thinking** by ***analyzing context, examining evidence, and reasoning logically***. |
| **Effective Communication** | A Dragon models **effective communication** by ***expressing themselves in a respectful and engaging manner, both academically and socially***. |
| **Resilience** | A Dragon models **resilience** by ***persevering through adversity to foster growth***. |
| **Preparation** | A Dragon models **preparation** by ***developing and acquiring the tools needed to accomplish both short- and long-term aspirations***. |
| **Leadership** | A Dragon models **leadership** by ***positively influencing others through their words and actions***. |
| **Collaboration** | A Dragon models **collaboration** by ***building relationships, leveraging the strengths of team members, and working together to achieve a shared objective***. |

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| **Part 2 - Middle School Courses** | **LINK** |
| **Part 3 - High School Courses** | **LINK** |
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## PART 1 – ACADEMIC GUIDE

## ACADEMIC PLANNING

This guide provides course information in order to assist the Carroll ISD students and families in making course selections that will satisfy graduation requirements and meet their personal needs for the future. Students should carefully choose courses that will both challenge them and meet their needs. The first part of the guide includes information about the course registration process, graduation plans, and how to earn credits for graduation. The second part of the guide provides specific information about each course offered including prerequisites, credits that will be earned, as well as descriptions of the content of the courses. We hope this guide will help you plan your school program while attending Carroll ISD.

## HOW TO PLAN YOUR PROGRAM OF STUDY

A differentiated and individualized program of study will help you work toward your goals. Continual review at decision making points in your high school career is accomplished through classroom guidance, seminars, and individual sessions.

Graduation requirements are designed to give you a well-balanced program and help you develop the skills and understanding necessary for becoming a well-educated person. When selecting courses, keep the following important points in mind:

1. PLAN AHEAD, not just for next year, but for your entire high school/college career. Think “destination,” not just “journey.”

2. READ THE COURSE DESCRIPTION <u>before</u> selecting a course to be sure it fits your needs, interests, abilities, and grade level.

3. CHECK PREREQUISITES <u>before</u> selecting a course to be sure that you are equipped with necessary background preparation.

4. CHECK GRADE PLACEMENT <u>before</u> selecting a course. For example: if grade placement is “11, 12” that course is open to juniors and seniors only.

5. KNOW YOUR REQUIREMENTS:
    - Examine graduation requirements before planning.
    - Consider college and career requirements.
    - If in doubt about credit for graduation or college entrance, see your counselor.

- Courses are offered in terms of units of credit. Courses indicated as two semesters are to be taken for the full year.
- A minimum number of students must be enrolled in each course before the course is offered. The minimum number will vary from course to course.
- Your post high school plan can be affected by the courses you select. If you have questions or you need help with your selections, please confer with the course teacher or your counselor.
- It is important that you have alternate classes listed during registration. If alternate classes are not chosen, your counselor will choose one for you. In the event that a class becomes filled before you have an opportunity to schedule into it or it does not fit into your schedule, an alternate class would be necessary.

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## REGISTRATION

- Parent informational meetings will be held in the evening during spring registration.
- Students will be guided through course selection during the school day.
- Students who do not complete course registration will have a schedule arranged for them by the counselor according to their academic needs and/or graduation plan.

## GUIDELINES FOR SCHEDULE CHANGES

Carroll ISD is pleased to be able to offer a wide variety of programs and courses for our students. Selections during registration indicate how many teachers and sections will be needed for a course. The Master Schedule is developed in the spring prior to the upcoming year. The process allows administrators to plan and to hire for optimum academic strength. When students are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, ALL students are affected. Even the most effective planning is compromised. Very seldom does a single course-change affect only one course. Careful selections benefit everyone. Thank you for being a crucial part of our educational team as we work together for academic excellence.

When a student transfers from one course to another, his/her grade transfers, and the student must complete any necessary make-up work in the new course.

***Required Courses for Graduation*** **– Students are not permitted to drop required courses for graduation.**

## TIME FRAME FOR REQUESTING A SCHEDULE CHANGE

Through the first ten school days, as long as there is room in the course, a schedule change will be considered. Examples of acceptable changes might include:

- Prerequisite for course not met
- Need to retake a failed course
- Need a course required for graduation
- Add/Drop UIL Activity
- Course already successfully completed and credit earned (e.g., summer school, CBE, correspondence)
- Level up into a course (only if space available)
- Dual Credit classes do not match the schedule
- Add Junior/Senior Off Blocks (courses cannot be dropped for an off-block after 9 weeks)

**Level Changes**

For Honors, Advanced, and AP classes the student may drop the course for a lower level of the same course, if one is offered:

- at the end of the first four weeks with parent approval, teacher/parent contact, and administrator approval, or
- at the end of the first 9-week term with parent approval, teacher/parent contact, and administrator approval, or
- at the end of the semester, with parent approval, teacher/parent contact, and administrator approval.

## GRADUATION PROGRAMS AND REQUIREMENTS

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## AWARDING UNITS OF CREDIT

A ½ unit (credit) is earned for satisfactory completion of each semester of coursework.

## LOCAL CREDIT

Local credit courses do not count toward the 26 credits required for graduation.

## ELECTIVES

Any course taken for credit that is not required for graduation is an elective.

## Levels of Academic Instruction

Carroll ISD provides coursework at levels of instruction designed to meet the individual academic needs of each student. The state of Texas designates three levels of instruction for the core academic areas of language arts, mathematics, science, and social studies:

- College ready
- Advanced (Preparation for Advanced Placement) – Challenging coursework that engages students at a high level in preparation for high school AP courses. Those courses in the past labeled "PreAP" will now be called "Advanced" and will carry the same GPA weight (7 points for Advanced/Honors classes per semester).
- AP (Advanced Placement) – Advanced high school coursework taught on a college level. Students who pass AP exams can earn college credit. These Advanced Placement courses are weighted and carry an additional 10 points per semester towards the student's GPA.
- Alternate courses are for students receiving special education services that require instruction in the prerequisite skills leading to the grade level content or TEKS. The alternate courses are aligned with the general education TEKS. Participation in an Alternate course with an Alternate curriculum is based on an ARD committee recommendation for a student.

## Gifted/Talented (GT)

Gifted/Talented (GT) classes are designed to meet the social, emotional, and academic needs of the gifted learner. GT courses teach the same content as the advanced courses, but in a more in-depth, condensed format. GT core classes are enriched by a thematic leadership study at each grade level. Additionally, GT students focus on depth and complexity issues such as:

- important details and big ideas
- different points of view
- ethical considerations in controversial issues
- analysis of trends and patterns that have developed over time
- the influence of the content across disciplines
- debate of unanswered questions in the field

## ADVANCED PLACEMENT CAPSTONE PROGRAM

The AP Capstone program consists of two central courses. During the first year, students will take AP Seminar which emphasizes collaborative problem-solving, critical thinking, and student-led investigation. During the second year, students will take AP Research which takes the skills developed in AP Seminar and applies them to a prolonged research project which builds an evidence-based argument and presents it through written and oral defense.

Students wishing to benefit from both awards should complete the two year program before the close of their junior year.

- AP Capstone Diploma - for students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing
- AP Seminar and Research Certificate – for students who earn scores of 3 or higher in AP Seminar and AP Research but score 3 or higher on less than four additional AP Exams

## HIGH SCHOOL GRADUATION REQUIREMENTS

The three graduation plans currently in use require students to earn 22 to 26 credits. Students must pass five End Of Course (EOC) assessments to meet the testing requirements for graduation.

- *The District requires completion of 22 credits including four credits in English and three credits each for Mathematics, Science, and Social Studies. In addition, one-half credit is required for Health and two credits for Languages other than English.*
- *After extensive study and School Board decisions, Carroll Senior High School will no longer rank students below the top 10% beginning with the Class of 2011. Texas State law requires all public schools to numerically rank the top 10% of each class.*
- *An additional graduation requirement is that students will take End of Course (EOC) assessments for Algebra I, Biology, English I, English II, and U.S. History. Students must take the EOC assessments at the end of the school year during which they take the corresponding course.*

## PROMOTION & RETENTION

To be promoted from one grade level to the next, students in grades 6–12 must maintain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills). In addition, middle school students must earn a grade of 70 or above in at least three of the following core areas: language arts, mathematics, science, and social studies. High school students must maintain adequate progress toward graduation in order to be promoted to the next grade level.

## State of Texas Assessments of Academic Readiness (STAAR)

STAAR is the state's standardized assessment for core subject areas.

- **Middle School:** Students in grades 7–8 are assessed in reading and mathematics. Seventh grade students are additionally assessed in writing, while eighth grade students are assessed in science and social studies. Students taking high school–level courses in middle school must also take the corresponding End-of-Course (EOC) exam.

- **High School:** Students are required to take EOC assessments in Algebra I, English I, English II, Biology, and U.S. History. Successful performance on these exams is required for graduation under Texas law. Students who do not meet the passing standard will have opportunities to retest and will be provided with instructional support.

## FOUNDATION GRADUATION PLAN -
## In Effect for the Graduating Classes of: 2026 and 2027

| FOUNDATION GRADUATION PLAN | |
|---|---|
| **CR** | **COURSES** |
| 1<br>1 | English I<br>English II |

| | |
|---|---|
| 1<br>1 | English III<br>Advanced English[1] |
| 1<br>1<br>1 | Algebra I*<br>Geometry**<br>An advanced math course[2] |
| 1<br>1<br>1 | Biology<br>Integrated Physics & Chemistry or an advanced science course<br>An advanced science course[3] |
| 1<br>1<br>.5<br>.5 | World Geography OR World History[4]<br>U.S. History<br>Government<br>Economics with Emphasis on the Free Enterprise System **OR** Personal Financial Literacy and Economics |
| 2 | 2 Required In Same Language Other Than English/World Language[5]; OR 2 credits in Computer Science[6] |
| .5<br>1 | Health[7] F<br>Physical Education or substitution[8] |
| 1 | Fine Arts[9] |
| 4.5 | Elective Courses |
| **Total** | **22 State Credits** |

1 Advanced English – See complete list of courses which qualify as Advanced English. Advanced English requirements vary based on Endorsement selected.
2 Math Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.
3 Science Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.
4 Social Studies – FHSP does not require both World Geography and World History, but we strongly encourage students to take both.
5 LOTE – Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.
6 Though the State of Texas may recognize Computer Science as a "Language Other than English" for purposes of graduation, many colleges do not recognize Computer Science as a traditional World Language and may not accept it as one for admission requirements into their university.
7 Local requirements.
8 PE Credit/Substitution – 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band; Off Campus PE; Athletics. Only one state credit is allowed per year.
9 Fine Arts – Credit may be earned from the following list of courses: Art I-IV, all AP Art, AP Art History, Choir I-IV, Dance I, Theater Arts I-IV, Technical Theater I-IV, Band I-IV, Music Theory.

*According to Texas Administrative Code 74.11 (j), students must receive Pre-Algebra credit in order to enroll in Algebra I.
**According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Geometry.

# Carroll ISD
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## FOUNDATION GRADUATION PLAN -
## In Effect for the Graduating Classes of: 2028 & Beyond

| FOUNDATION GRADUATION PLAN | |
|---|---|
| **CR** | **COURSES** |
| 1<br>1<br>1<br>1 | English I<br>English II<br>English III<br>Advanced English[1] |
| 1<br>1<br>1 | Algebra I*<br>Geometry**<br>An advanced math course[2] |
| 1<br>1<br>1 | Biology<br>Integrated Physics & Chemistry or an advanced science course<br>An advanced science course[3] |
| 1<br>1<br>.5<br>.5 | World Geography OR World History[4]<br>U.S. History<br>Government<br>Personal Financial Literacy (Starting with the Graduating Class of 2030) |
| 2 | 2 Required In Same Language Other Than English/World Language[5]; OR 2 credits in Computer Science[6] |
| 1 | Physical Education or substitution[7] |
| 1 | Fine Arts[8] |
| 5 | Elective Courses |
| **Total** | **22 State Credits** |

1 Advanced English – See complete list of courses which qualify as Advanced English. Advanced English requirements vary based on Endorsement selected.
2 Math Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.
3 Science Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.
4 Social Studies – SBOE requires 3 credits in Social Studies, including 1 credit U.S. History, ½ credit in U.S. Government, ½ credit in Personal Financial Literary, and 1 credit in World Geography, World History, or Economics (Starting with the Graduating Class of 2030).
5 LOTE – Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.
6 Though the State of Texas may recognize Computer Science as a "Language Other than English" for purposes of graduation, many colleges do not recognize Computer Science as a traditional World Language and may not accept it as one for admission requirements into their university.
7 PE Credit/Substitution – 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band; Off Campus PE; Athletics. Only one state credit is allowed per year.
8 Fine Arts – Credit may be earned from the following list of courses: Art I-IV, all AP Art, AP Art History, Choir I-IV, Dance I, Theater Arts I-IV, Technical Theater I-IV, Band I-IV, Music Theory

*According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit in order to enroll in Algebra I.

**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I credit in order to enroll in Geometry.

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## ENDORSEMENT AND DISTINGUISHED LEVEL OF ACHIEVEMENT PLANS - In Effect for the Graduating Classes of: 2026 and 2027

| FOUNDATION GRADUATION PLUS ENDORSEMENT [9] | | DISTINGUISHED LEVEL OF ACHIEVEMENT | |
|---|---|---|---|
| **CR** | **COURSES** | **CR** | **COURSES** |
| 1 | English I | 1 | English I |
| 1 | English II | 1 | English II |
| 1 | English III | 1 | English III |
| 1 | Advanced English[1] | 1 | Advanced English[1] |
| 1 | Algebra I* | 1 | Algebra I* |
| 1 | Geometry** | 1 | Geometry** |
| 1 | Additional Math Credit [2] | 1 | Algebra II |
| 1 | 4th Math[2] | 1 | 4th Math[2] |
| 1 | Biology | 1 | Biology |
| 1 | Integrated Physics & Chemistry or Other Science[3] | 1 | Integrated Physics & Chemistry or Other Science[3] |
| 1 | 3rd Science[3] | 1 | 3rd Science[3] |
| 1 | 4th Science[3] | 1 | 4th Science[3] |
| 1 | World Geography or World History[4] | 1 | World Geography or World History[4] |
| 1 | U.S. History | 1 | U.S. History |
| .5 | Government | .5 | Government |
| .5 | Economics[10] | .5 | Economics[10] |
| 2 | 2 credits in the same language[5] OR 2 credits in Computer Science[6] | 2 | 2 credits in the same language[5] OR 2 credits in Computer Science[6] |
| .5 | Health[7] | .5 | Health[7] |
| 1 | Physical Education or substitution[8] | 1 | Physical Education or substitution[8] |
| 1 | Fine Arts[9] | 1 | Fine Arts[9] |
| 6.5 | Elective Courses | 6.5 | Elective Courses |
| **Total** | **26 State Credits** | **Total** | **26 State Credits** |

1 Advanced English – See complete list of courses which qualify as Advanced English. Advanced English requirements vary based on Endorsement selected.

2 3rd and 4th Math Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.

3 3rd and 4th Science Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.

4 Social Studies – FHSP does not require both World Geography and World History, but we strongly encourage students to take both.

5 LOTE – Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.

6 Though the State of Texas may recognize Computer Science as a "Language Other than English" for purposes of graduation, many colleges do not recognize Computer Science as a traditional World Language and may not accept it as one for admission requirements into their university.

7 Local requirements.

8 PE Credit/Substitution – 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band; Off Campus PE; Athletics. Only one state credit is allowed per year.

9 Fine Arts – Credit may be earned from the following list of courses: Art I-IV, all AP Art, AP Art History, Choir I-IV, Dance I, Theater Arts I-IV, Technical Theater I-IV, Band I-IV, Music Theory.

10 Economics - Economics with Emphasis on the Free Enterprise System **OR** Personal Financial Literacy and Economics (through the graduating classes of 2029).

*According to Texas Administrative Code 74.11 (j), students must receive Pre-Algebra credit in order to enroll in Algebra I.

**According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Geometry.

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## ENDORSEMENT AND DISTINGUISHED LEVEL OF ACHIEVEMENT PLANS - In Effect for the Graduating Classes of: 2028 & Beyond

| FOUNDATION GRADUATION PLUS ENDORSEMENT [9] | | DISTINGUISHED LEVEL OF ACHIEVEMENT | |
|---|---|---|---|
| **CR** | **COURSES** | **CR** | **COURSES** |
| 1<br>1<br>1<br>1 | English I<br>English II<br>English III<br>Advanced English[1] | 1<br>1<br>1<br>1 | English I<br>English II<br>English III<br>Advanced English[1] |
| 1<br>1<br>1<br>1 | Algebra I*<br>Geometry**<br>Additional Math Credit [2]<br>4th Math[2] | 1<br>1<br>1<br>1 | Algebra I*<br>Geometry**<br>Algebra II<br>4th Math[2] |
| 1<br>1<br>1<br>1 | Biology<br>Integrated Physics & Chemistry or Other Science[3]<br>3rd Science[3]<br>4th Science[3] | 1<br>1<br>1<br>1 | Biology<br>Integrated Physics & Chemistry or Other Science[3]<br>3rd Science[3]<br>4th Science[3] |
| 1<br>1<br>.5<br>.5 | World Geography or World History[4]<br>U.S. History<br>Government<br>Personal Financial Literacy (Class of 2030) | 1<br>1<br>.5<br>.5 | World Geography or World History[4]<br>U.S. History<br>Government<br>Personal Financial Literacy (Class of 2030) |
| 2 | 2 credits in the same language[5] OR 2 credits in Computer Science[6] | 2 | 2 credits in the same language[5] OR 2 credits in Computer Science[6] |
| 1 | Physical Education or substitution[7] | 1 | Physical Education or substitution[7] |
| 1 | Fine Arts[8] | 1 | Fine Arts[8] |
| 6.5 | Elective Courses | 6.5 | Elective Courses |
| **Total** | **26 State Credits** | **Total** | **26 State Credits** |

1 Advanced English – See complete list of courses which qualify as Advanced English. Advanced English requirements vary based on Endorsement selected.

2 3rd and 4th Math Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.

3 3rd and 4th Science Requirements vary based on the Endorsement selected. See Core Course Requirements by Endorsement.

4 Social Studies – SBOE requires 3 credits in Social Studies, including 1 credit U.S. History, ½ credit in U.S. Government, ½ credit in Personal Financial Literary, and 1 credit in World Geography, World History, or Economics (Starting with the Graduating Class of 2030).

5 LOTE – Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.

6 Though the State of Texas may recognize Computer Science as a "Language Other than English" for purposes of graduation, many colleges do not recognize Computer Science as a traditional World Language and may not accept it as one for admission requirements into their university.

7 PE Credit/Substitution – 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band; Off Campus PE; Athletics. Only one state credit is allowed per year.

8 Fine Arts – Credit may be earned from the following list of courses: Art I-IV, all AP Art, AP Art History, Choir I-IV, Dance I, Theater Arts I-IV, Technical Theater I-IV, Band I-IV, Music Theory.

*According to Texas Administrative Code 74.11 (j), students must receive Pre-Algebra credit in order to enroll in Algebra I.

**According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Geometry.

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## HIGH SCHOOL CORE COURSE OPTIONS

The chart below outlines a list of CISD courses that will satisfy core course options for the Foundation High School Plan. Unless specified otherwise, students may complete one full credit or a combination of two half credit courses to satisfy requirements. See course descriptions located throughout the Academic Planning Guide for course details.

| Advanced English Courses | Additional Math Courses | Fourth Math Courses | Other Science (2nd) Courses | Third & Fourth Science Courses |
|---|---|---|---|---|
| The following courses meet the State Board of Education requirements as an "Advanced English" course:<br><br>*English IV**<br><br>*English Lit & Composition AP*<br><br>*Dual Credit English IV*<br><br>*Creative Writing*<br><br>*Debate III*<br><br>*Independent Study in Speech (Debate IV)*<br><br>**We strongly encourage students take English IV, English IV AP, or Dual Credit English IV* | The following courses meet the State Board of Education requirements as an "Advanced Math" course:<br><br>*Algebra 2*<br><br>*PreCalculus*<br><br>*PreCalculus AP*<br><br>*Calculus Honors*<br><br>*Calculus AB AP*<br><br>*Calculus BC AP*<br><br>*Statistics AP*<br><br>*Foundations of Algebra II (Math Models with Applications -taken prior to 4th Math)*<br><br>*Statistics*<br><br>*Computer Science AP* | The following courses meet the State Board of Education requirements as a "Fourth Math" course:<br><br>*Algebra II*<br><br>*PreCalculus*<br><br>*PreCalculus AP*<br><br>*Calculus Honors*<br><br>*Calculus AB AP*<br><br>*Calculus BC AP*<br><br>*Calculus C-Multivariable*<br><br>*Statistics AP*<br><br>*Statistics*<br><br>*Computer Science AP* | The following courses meet the State Board of Education requirements as an "Other Science (2nd)" course:<br><br>*Requires 1 full credit in one course below:*<br><br>*Integrated Physics & Chemistry*<br><br>*Chemistry*<br><br>*Chemistry AP*<br><br>*Physics*<br><br>*Physics I AP* | The following courses meet the State Board of Education requirements as a "3rd or 4th Science" course:<br><br>*Biotechnology I (Honors)*<br><br>*Anatomy & Physiology*<br><br>*Biology AP*<br><br>*Chemistry*<br><br>*Chemistry AP*<br><br>*Environmental Science AP*<br><br>*Physics I AP*<br><br>*Physics II AP*<br><br>*Physics C AP: Mechanics and Electricity & Magnetism*<br><br>*Astronomy*<br><br>*Environmental Systems*<br><br>*Forensic Science*<br><br>*Physics* |

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## HIGH SCHOOL ENDORSEMENTS

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement in ninth grade. Visit with your school counselor to learn more about your options. Students may earn more than one endorsement.

| Carroll ISD Endorsements | |
|---|---|
| **STEM**<br>**Science, Technology, Engineering, & Mathematics** | A coherent sequence or series of courses selected from one of the following:<br>● CTE courses with a final course from the STEM career cluster<br>● Computer Science<br>● Mathematics<br>● Science<br>● A combination of no more than two of the categories listed above |
| **Business & Industry** | A coherent sequence or series of courses selected from one of the following:<br>● CTE courses with a final course from the Agriculture, Food and Natural Resources; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Hospitality & Tourism; Manufacturing; Marketing<br>● The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook<br>● Technology applications<br>● A combination of credits from the categories listed above |
| **Public Service** | A coherent sequence or series of courses selected from one of the following:<br>● CTE courses with a final course from the Education & Training; Human Services; Health Science; Health Science: Exercise Science |
| **Arts & Humanities** | A coherent sequence or series of courses selected from one of the following:<br>● Social Studies<br>● **FOUR** levels in the same language in Languages Other than English (LOTE)<br>● Two levels in each of **TWO** language in Languages Other than English (LOTE)<br>● Courses from one or two categories (art, dance, music, and theater) in Fine Arts<br>● English electives that are not part of Business & Industry |
| **Multidisciplinary Studies** | A coherent sequence or series of courses selected from one of the following:<br>● Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence<br>● Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics<br>● Four credits in AP or Dual Credit selected from English, Mathematics, Science, Social Studies, Economics, Languages Other than English, or Fine Arts |

## COMMUNITY SERVICE PROGRAMS

### SERVICE RECOGNITION AWARD (Class of 2028 and beyond)

The CISD Service Recognition Award honors students who have performed 100 hours of approved community service during high school. Students fulfilling this criteria will be locally recognized upon graduation from high school.

### SUCCESS SCHOLAR AWARD (through the Class of 2027 only)

The Success Scholar Award honors students who have successfully completed 3 years of a language other than English (same language), maintained a 70% or higher average in each course, and performed 100 hours of approved community service during high school. Students fulfilling this criteria will be locally recognized upon graduation from high school.

### Community Service Hours Q & A

**What is it?** Students serve the community through approved volunteer activities. Students receive no compensation, monetary or otherwise.

**Who has to do it?** Participation is entirely voluntary and hours are not required to graduate. Students who wish to be recognized will need to fulfill the criteria for the award.

**When does this community service need to be done?** Students pursuing community service hours for recognition can accumulate credit for approved services performed anytime between the completion of their eighth grade year through the end of April of their senior year. It is to the student's advantage to submit completed community service hours as early as possible.

**For whom can the services be provided?** Many avenues are available for students to perform community service. All organizations must provide services to improve a community or benefit those in need, such as the American Cancer Society, Red Cross, Special Olympics, hospitals, food banks, public libraries, etc.

**What kinds of activities are excluded?** Activities for which the student will not receive approval include, but are not limited to:

- Mandated services, such as teen court, to forgive tickets or police matters
- Activities for which the student receives direct benefit, i.e. fundraising for a school-related activity such as field trips, political campaigns for family members
- Activities during the student's school day
- Activities for which the student is compensated
- Donating items or money in exchange for community service hours

**How do I document my community service hours?** Students will submit community service hours into their SchooLinks account. Community service hours must be approved by a supervisor of the activity. See CHS and CSHS counseling websites for instructions for entering hours in SchooLinks.

**Do activities need to be pre-approved?** Activities need not be pre-approved.

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## GRADE CALCULATION

Carroll ISD calculates a weighted GPA on a 100 point scale. GPA is recalculated at the conclusion of each semester. Students can view their GPA on their transcript located in Skyward.

Grade Point Average (GPA) is the numerical average of semester grades. High school credits earned through online courses (correspondence), credit by examination (CBE), dual credit, credit recovery, and high school credit courses taken while the student was in middle school (exception: Foreign Language and Health) will not be considered in determining GPA or class rank.

All Honors, Advanced, and Advanced Placement courses (unless otherwise noted) are weighted when calculating the weighted Grade Point Average (GPA). When calculating GPA, grades are weighted using the following point system: plus 7 points for Advanced/Honors courses and plus 10 points for AP courses. Unweighted numerical grades are recorded on the student transcripts.

The weighted points are not added to the GPA until the semester is completed. If a student is in an Honors, Advanced, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade. Unweighted numerical grades are recorded on the student transcripts. Local Policy 5.9.3.

Carroll Senior High School and Carroll High School will no longer rank students below the top 10% beginning with the Class of 2011. Texas State law requires all public schools to numerically rank the top 10% of each class.

## SENATE BILL 1191 CALCULATION OF HIGH SCHOOL GRADE POINT AVERAGE

§74.3001. Computation of High School Grade Point Average.

(a) **Effective beginning with students who enter Grade 7 in the 2027-2028 school year** or later, in accordance with Texas Education Code (TEC), §28.0252, the board of trustees of each school district shall adopt a grade point average policy in accordance with subsection (b) of this section.

(b) A school district grade point average policy shall provide for additional weight to be given certain courses as follows:

(1) an additional equal weight for each dual credit course not included in the Workforce Education Course Manual (WECM) or its successor adopted by the Texas Higher Education Coordinating Board (THECB), advanced placement course, international baccalaureate course, and OnRamps dual enrollment course completed by a student;

(2) an additional weight that is less than the weight given to a course listed in paragraph (1) of this subsection for each dual credit course included in the WECM or its successor adopted by the THECB completed by a student; and

(3) an additional weight for each honors course completed by a student if a school district offers honors courses.

(c) A school district shall use the standard method of computing a student's high school grade point average adopted by the district to compute each applicable student's high school grade point average.

(d) An adopted grade point average policy that applies to a cohort of students shall remain unchanged for that cohort through high school graduation.

## ADVANCED ACADEMIC CREDIT FOR EXTRACURRICULAR PARTICIPATION (AACE)

**How AACE Credit Works**

Students who successfully complete two consecutive full academic years in the same qualifying extracurricular organization may become eligible for provisional AACE Credit. Once eligible, 10 points will be added to the final grade of each qualifying semester for purposes of calculating weighted GPA and class rank.

**When Will This Affect a Student's GPA?**

Because students must complete two consecutive years of qualifying participation before receiving provisional credit, the first students eligible to have AACE Credit applied to their GPA will be members of the Class of 2029.

**Fall 2028**

Students begin qualifying participation.

**Spring 2029**

The first eligible students complete two consecutive years and may receive provisional AACE Credit.

**Class of 2029**
The first graduating class eligible to receive the GPA benefit with minimum 2-year commitment.
**Class of 2030**
The second graduating class is eligible to receive the GPA benefit with minimum 3-year commitment.
**Class of 2031 and beyond**
These graduating classes are eligible to receive the GPA benefit with 4-year commitment.

**A Four-Year Commitment**
AACE Credit is provisional after two years. Students who successfully complete four consecutive years of participation in a qualifying organization while remaining in good standing will permanently retain the 10-point weighting on their transcript.

**What Programs Qualify?**
Eligible programs include Carroll ISD extracurricular organizations that earn points toward the UIL Lone Star Cup, as well as the Emerald Belles. Qualifying opportunities include athletics, band, cheer, theatre, UIL speech and debate, robotics, choir, and dance through the Emerald Belles.

## NON-GPA COURSE EXEMPTIONS

Beginning with the class of 2021, students having two years of program participation in athletics/P.E. courses, varsity cheer, Belles dance, and the performing arts and a GPA at or above 98.000 as determined by the four-semester transcript may elect a numerical/non-GPA option for the third and fourth year of participation. Students will not be allowed to drop courses with a year-long program commitment and retain the numerical non-GPA option. Students must declare intent to elect a numerical/non-GPA option by the end of the tenth day of instruction each school year. Request forms must be delivered in person to the CSHS Registrar.

Students are limited to not more than two numerical/non-GPA status credits, one course in the 11th grade, and one course in the 12th grade.

Request forms for the non-GPA option are available through the registrar's office.

## TRANSFER STUDENTS

Transfer students see Carroll ISD website for information: Transfer Frequently Asked Questions

## TRANSFERRING OF GRADES AND GRADE CALCULATIONS

If a K-1 student transfers to CISD with number grades, then the following scores should be used

- 85-100 = 3
- 70-84 = 2
- 69 AND BELOW = 1

If a student in grades 2-6 transfers to Carroll ISD with a standards-based report card, then one of the following charts should be used.

| 4 POINT STANDARDS BASED | 3 POINT STANDARDS BASED |
|---|---|
| 4 = 100 | 3 = 90 |
| 3 = 90 | 2 = 80 |
| 2 = 80 | 1 = 70 |
| 1 = 70 | |

## HIGH SCHOOL GRADUATION HONORS

### *VALEDICTORIAN AND SALUTATORIAN*

The Valedictorian and Salutatorian shall be the highest and second highest ranking students who meet the District's eligibility requirements. For the purpose of determining the honor of Valedictorian and Salutatorian, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The Valedictorian and Salutatorian must have been continuously enrolled in the District high school program for the two regular school years immediately preceding graduation and shall have completed the Distinguished Level of Achievement for graduation.

### *SCHOLASTIC HONOR STUDENTS*

Students who meet District criteria shall be recognized for the scholastic honors of Summa Cum Laude, Magna Cum Laude, and Cum Laude. To qualify for these honors, students must complete the Distinguished Level of Achievement and achieve a seventh semester cumulative grade point average according to the following:

| | |
|---|---|
| Summa cum Laude | 101.000 and above |
| Magna cum Laude | 98.000-100.999 |
| Cum Laude | 95.000-97.999 |

## ALTERNATIVE MEANS OF EARNING CREDIT

All Credit by Exams and coursework taken outside of Carroll ISD must be completed and a final grade report submitted to the campus counselor by August 1st (due to constraints of the master schedule).

### CREDIT BY EXAM

Prior approval must be obtained from the campus counselor before taking a Credit by Exam. More information is available on the Accountability and Assessment webpage: HERE. Placement in a new course will only occur before the beginning of a school year, regardless of when a CBE for acceleration is taken.

### CORRESPONDENCE COURSEWORK/DISTANCE LEARNING:

Students need counselor approval to enroll in a distance online learning course with University of Texas High School, Texas Tech University K-12, or the Texas Virtual School Network. For more information and for an approval form, please see your counselor.

Correspondence coursework must be completed by August 1st. Seniors will be placed into courses that are required for graduation if the grade report is not received by August 1.

Texas Education Code 26.0031 requires that at the time and in the manner that a school district or open-enrollment charter school informs students and parents about courses that are offered in the district's school's traditional classroom setting the district or school shall notify parents and students of the option to enroll in a course offered through the state virtual school network under Chapter 30A.

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## DUAL CREDIT COURSES

**Concurrent Enrollment** occurs when a high school student takes a college level course for college credit. However, a student must have completed the Junior year and have a "B" average. Students do not get high school credit for Concurrent Enrollment. Students should see the counselor for more information.

**Dual Enrollment** occurs when a student takes a college level course for high school credit and college credit.

******Caution*** Only certain courses at the college level will meet the Texas Education Agency's guidelines.*** We highly recommend that you check with the college or university you plan to attend to make sure that they will give college credit for dual enrollment courses. Students should see the counselor for more information.

CISD accepts the following courses taken at Tarrant County College for high school credit. Students must meet requirements prior to enrolling in college courses.

| Course | High School Credit | College Credit Awarded |
|---|---|---|
| Dual Credit Sociology (SOCI 1301) | 0.5 credit | 3 credit hours |
| Dual Credit Public Speaking (SPCH 1315) | 0.5 credit | 3 credit hours |
| Dual Credit College Algebra (MATH 1314) | 0.5 credit | 3 credit hours |
| Dual Credit U.S. History (HIST 1301 & 1302) | 1 credit | 6 credit hours |
| Dual Credit U.S. Government (GOVT 2305) | 0.5 credit | 3 credit hours |
| Dual Credit Macroeconomics (ECON 2301) | 0.5 credit | 3 credit hours |
| Dual Credit English IV (ENGL 1301, 1302, 2322, 2323) | 2 credits<br>**1 credit English IV and 1 credit Independent Study in English; students must pass all 4 college courses in order to receive high school credit for English IV** | 12 credit hours<br>**Comp 1, Comp 2, British Literature 1, British Literature 2** |

## OFF-CAMPUS PHYSICAL ACTIVITY (OCPA)

The proposed revision to the Off-Campus Physical Activity (OCPA) procedure provides greater flexibility for students participating in qualifying off-campus activities while maintaining the integrity and accountability of the program. Under the current procedures, students may earn OCPA credit only through participation with a single approved provider. The revised procedure would continue to require participation in one qualifying activity; however, students would be permitted to combine verified participation hours from up to two district-approved providers within that same activity to satisfy eligibility requirements.

This revision recognizes that many students receive instruction, coaching, and training through multiple organizations, instructors, teams, or studios while remaining actively engaged in a single sport or activity. For example, a student may participate with both a competitive team and a specialized training program or attend two dance studios that provide complementary instruction within the same discipline. Allowing participation hours to be combined more accurately reflects how many high-performing student-athletes train today.

The proposed change remains consistent with Texas Education Agency guidance, which permits school districts to establish local procedures governing OCPA participation. Both providers must be approved by the district; participation hours must be independently verified by each provider, and students must continue to meet all applicable OCPA eligibility requirements. Hours from different activities may not be combined, ensuring that students remain committed to a single qualifying activity while providing families with additional flexibility in meeting participation requirements.

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## PART 2 – MIDDLE SCHOOL COURSE DESCRIPTIONS

## MIDDLE SCHOOL MATHEMATICS

At the end of the child's 6th grade year, students are enrolled into 7th grade mathematics, Advanced Pre-Algebra, or Advanced Algebra I. Once the student has been enrolled into the appropriate math course, he or she will follow a specific math sequence (see Secondary Math Flow Chart).

If a student begins middle school in 7th grade math and wants to accelerate his/her math placement by a year when in high school, he/she has two options:

- The student can enroll in both Geometry and Advanced Algebra II in 10th grade.
- Register for and successfully complete one of the district approved outside math courses that provides appropriate prerequisite credit(s). See the district website for registering for approved outside math courses.
- The student can participate in Credit by Exam (policy EHDC Local). See the district website for CBE details.

Any high school math course taken in the 7th grade <u>will not</u> count as one of the student's four required high school credit math courses and will not be calculated into the student's high school GPA. Since Advanced Algebra I is not calculated in the student's high school GPA, Advanced Algebra I taken at the middle school level is <u>not</u> weighted with additional points when determining middle school cumulative averages.

Any high school math course taken in the 8th grade <u>will</u> count as one of the student's four required high school credit math courses but will not be calculated into the student's high school GPA. Since Advanced Algebra I, Algebra I, and Advanced Geometry are not calculated in the student's high school GPA, high school courses taken at the middle school level are <u>not</u> weighted with additional points when determining middle school cumulative averages.

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## SECONDARY MATHEMATICS FLOW CHART

Students must complete the following courses for graduation: Algebra I, Geometry, Algebra II, and a fourth math. The flow charts should be used as a *general* guideline to understand opportunities each year. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 7th | 8th | 9th | 10th | 11th | 12th |
|---|---|---|---|---|---|
| Math 7 | PreAlgebra | Algebra I<br>Or<br>Adv. Algebra I | Geometry<br>Or<br>Adv. Geometry | Foundations of Algebra II (Math Models)<br>Or<br>Algebra II<br>Or<br>Adv. Algebra II | Algebra II<br>DC College Algebra<br>Pre-Calculus<br>Statistics<br>AP Statistics<br>AP Precalculus |
| Adv. PreAlgebra | Adv. Algebra I | Geometry<br>Or<br>Adv. Geometry | Algebra II<br>Or<br>Adv. Algebra II | Pre-Calculus<br>AP Precalculus<br>Statistics<br>AP Statistics | DC College Algebra<br>AP Precalculus<br>Pre-Calculus<br>Statistics<br>AP Statistics<br>AP Calculus AB |
| Adv. Algebra I | Adv. Geometry | Algebra II<br>Or<br>Adv. Algebra II | Pre-Calculus<br>AP Precalculus | AP Calculus AB<br>AP Statistics | AP Calculus BC<br>AP Statistics |

*According to Texas Administrative Code 74.11 (j), students must receive: Pre-Algebra credit in order to enroll in Algebra I & Algebra I credit in order to enroll in Geometry.

**Adv** – Advanced course **H** – Honors course **DC** – Dual Credit **AP** – Advanced Placement

**High school math courses taken at the middle school are not calculated into the student's high school GPA. Therefore, high school math courses taken at the middle school are not weighted with additional points when determining middle school cumulative averages. However, if a student takes Algebra I or Geometry in 8th grade, it will count as one of the required high school math courses.

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## MIDDLE SCHOOL MATHEMATICS COURSES

| | |
|---|---|
| **7TH GRADE MATHEMATICS**<br>Grade Level: 7<br>Semesters: 2<br><br>Prerequisite: 6th Grade Math | 7th Grade Mathematics includes all of the Texas Essential Knowledge and Skills (TEKS) designated for 7th grade mathematics by the state of Texas. The primary focal points at Grade 7 are number operations; proportionality; expressions, equations and relationships; and measurement and data. The curriculum sets a solid foundation for success in 8th grade mathematics (Pre-Algebra). |
| **7TH ADVANCED PRE-ALGEBRA**<br>Grade Level: 7<br>Semesters: 2<br><br>Prerequisite: 6th Grade Compacted Math or credit from a district approved Math 7 course or CBE. | 7th Grade Pre-Algebra includes all of the TEKS designated for 8th grade mathematics by the state of Texas. It is intended for mature students whose schedule allows for a fast-paced course with a heavier workload. The primary focal points at Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. The curriculum sets a solid foundation for success in Algebra I. Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses.<br><br>****According to Texas Administrative Code 74.11 (j), students <u>must</u> pass Pre-Algebra in order to enroll in Algebra I the following year.** |
| **7TH ADVANCED ALGEBRA I***<br>Grade Level: 7<br>Semesters: 2<br><br>*High School Credit Course<br><br>Prerequisite: 6th Grade Accelerated Math or credit from district approved Math 7 and Math 8 courses or CBEs. ** | Advanced Algebra I is a rigorous course that covers all of the TEKS designated for Algebra I by the state of Texas. It is intended for mature students whose schedule allows for a fast-paced course with a heavier workload. Students will build on grade 6-8 Mathematics TEKS, 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. The curriculum sets a solid foundation for success in Advanced Geometry. Although this is a high School credit course, it does not count as one of the four required math courses for high school graduation. Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses.<br><br>All Algebra I students will take the Algebra I STAAR End of Course (EOC). Passing this STAAR is required for graduation in Texas.<br><br>****According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit (Carroll ISD 6th Grade Accelerated Math credit) in order to enroll in Algebra I.** |
| **8TH PRE-ALGEBRA**<br>Grade Level: 8<br>Semesters: 2<br><br>Prerequisite: 7th Grade Math | 8th Grade Mathematics (Pre-Algebra) includes all of the TEKS designated for 8th grade mathematics by the state of Texas. The primary focal points at Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. The curriculum sets a solid foundation for success in Algebra I.<br><br>****According to Texas Administrative Code 74.11 (j), students <u>must</u> pass Pre-Algebra in order to enroll in Algebra I the following year.** |
| **8TH ADVANCED ALGEBRA I***<br>Grade Level: 8<br>Credits: 1<br>Semesters: 2<br><br>*High School Credit Course<br><br>Prerequisite: Pre-Algebra** | Advanced Algebra I is a rigorous course that covers all of the TEKS designated for Algebra I by the state of Texas. It is intended for mature students whose schedule allows for a fast-paced course with a heavier workload. Students will build on grade 6-8 Mathematics TEKS, 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. The curriculum sets a solid foundation for success in Advanced Geometry. Students will use a TI-84 graphing calculator on a regular basis. Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses.<br><br>****According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit in order to enroll in Algebra I.** |

| | |
|---|---|
| **8TH ADVANCED GEOMETRY*** <br> Grade Level: 8 <br> Credits: 1 <br> Semesters: 2 <br><br> *High School Credit Course <br><br> Prerequisite: Advanced Algebra** | Advanced Geometry is a rigorous course that covers all of the TEKS designated for Geometry by the state of Texas. It is intended for mature students whose schedule allows for a fast-paced course with a heavier workload. Students will build on the foundations from K-8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three- dimensional figures; circles; and probability. Students will use a TI-84 graphing calculator on a regular basis. <br><br> ****According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I credit in order to enroll in Geometry.** |

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## MIDDLE SCHOOL READING LANGUAGE ARTS

| Language Arts | Advanced Language Arts | GT Language Arts |
|---|---|---|
| **Purpose:** to strengthen the foundation of college-ready English/Language Arts skills such as reading, writing, listening, thinking and speaking, conventions, grammar, and research.<br><br>**Characteristics of course:**<br><br>● All ELAR TEKS strands and skills are taught in ways that engage and empower learners<br><br>● Literature serves as both a catalyst for critical thinking and as a model for writing<br><br>● Comprehension of text is enhanced by literary interpretation and appreciation (discussions and activities)<br><br>● Writing is taught as a process (prewriting, drafting, revising, editing, and presenting)and grammar instruction is integrated<br><br>● Grammar is directly taught through guided mini-lessons.<br><br>● Vocabulary is taught through differentiated instruction and through the contexts of literature. | **Purpose:** to teach all of the college-ready requisite middle school ELAR skills at higher levels in alignment with the expectations of the AP courses and assessments in English III and IV (CSHS).<br><br>**Characteristics of course:**<br><br>● Uses Advanced strategies to strengthen higher-level ELA skills<br><br>● The instruction connects literature to student writing<br><br>● Engages students at higher, more analytical levels of thinking<br><br>● Higher level of rigor including pacing, student responsibility for learning, and quantity of reading and writing<br><br>● Writing is taught as a process (prewriting, drafting, revising, editing, and presenting) and grammar instruction is integrated<br><br>● Critical thinking across all aspects of the content is a primary goal<br><br>● Grammar is directly taught through guided mini-lessons.<br><br>● Vocabulary is taught through differentiated instruction and through the contexts of literature. | **Purpose:** to teach all of the college-ready requisite middle school ELAR skills at higher levels in ways that meet the unique needs of gifted and talented learners while also preparing students to enter the Advanced GT English I & II at CHS as well as the AP GT English III and IV classes at CSHS.<br><br>**Characteristics of course:**<br><br>● Provides reading and writing instruction for GT students in a wider range and greater depth and complexity of subject matter<br><br>● Interdisciplinary topics are integrated into the content which include art, music, drama, psychology, social studies, and science<br><br>● Students work toward the presentation of an individual independent study research project at the conclusion of the school year<br><br>● Creativity and self-directed learning are highly valued and critical thinking about topics is expected<br><br>● Grammar is directly taught through guided mini-lessons.<br><br>● Vocabulary is taught through differentiated instruction and through the contexts of literature. |

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## MIDDLE SCHOOL READING LANGUAGE ARTS COURSES

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| **7TH LANGUAGE ARTS**<br>Grade Level: 7<br><br>Semesters: 2 | This one-year course will expand students' writing, reading, speaking, listening, and thinking skills. All lessons will correlate to the Texas Essential Knowledge and Skills Standards for grade seven. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity in order to think critically and adapt to the ever-evolving nature of language and literacy. Grammar and mechanics will be taught as essential elements of the writing process. A variety of multimodal texts will be used for the development of authentic self-sustained reading, literary interpretation, and reflective writing.. A variety of genre text selections will serve as models for writing throughout the writing process. This course will enrich and create self-directed, critical learners who work collaboratively while continuously using metacognitive skills. |
| **7TH ADVANCED LANGUAGE ARTS**<br>Grade Level: 7<br><br>Semesters: 2 | This course is designed to prepare students for Pre-Advanced Placement and Advanced Placement English courses in high school. Advanced English for 7th-grade integrates writing, reading, speaking, listening and thinking through different thematic concepts throughout the year. A variety of genres and multimodal texts are explored and used to analyze the author's craft and purpose. Students will continue to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will use genre characteristics and craft to compose multiple texts that are meaningful and address specific audiences. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. |
| **7TH ADVANCED GT LANGUAGE ARTS**<br>Grade Level: 7<br><br>Semesters: 2<br><br>Prerequisite: Qualified GT students | This course is designed to meet the needs of gifted students by combining GT best practice strategies with enhanced depth, complexity and pacing of the Language Arts curriculum. Gifted and Talented students will explore the thematic concept of identity development. Students participating in the GT program demonstrate advanced skills in: self-directed learning, critical and creative thinking, and research and communication skills. This course assists in preparing students for the challenges offered by the Gifted and Talented/Advanced Placement program at the high school level. |
| **7TH ENGLISH LEARNER LANGUAGE ARTS (ELLA)**<br>Grade Level: 7<br><br>Semesters: 2<br><br>Prerequisite: LPAC Recommendation | English Learner Language Arts employs the interconnected nature of listening, speaking, reading, writing, and thinking to develop and sustain foundational language skills in order to accelerate the acquisition of language so that students develop high levels of social and academic language proficiency. ELLA develops comprehension; response; explores multiple genres and author's purpose and craft. Writing skills are developed through composition, inquiry and research. The class focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Placement: LPAC committee for students at the beginning or intermediate levels of English proficiency or with extenuating circumstances. |
| **8TH LANGUAGE ARTS**<br>Grade Level: 8<br><br>Semesters: 2 | This course will expand students' writing, reading, speaking, listening, and thinking skills. All lessons will correlate to the Texas Essential Knowledge and Skills Standards for grade eight. The strands are integrated with students continuing to develop knowledge and skills with increased complexity in order to think critically and adapt to the ever-evolving nature of language and literacy. Grammar and mechanics will be taught as essential elements of writing as a process. A variety of multimodal texts will be used for the development of authentic self-sustained reading, literary interpretation, analysis and reflective writing. A variety of genre text selections will also serve as models for writing throughout the writing process. This course will enrich and create self-directed, critical learners who work collaboratively while continuously using metacognitive skills. |
| **8TH ADVANCED LANGUAGE ARTS**<br>Grade Level: 8<br><br>Semesters: 2 | This course is designed to prepare students for Pre-Advanced Placement and Advanced Placement English courses in high school. Advanced English for 8th-grade integrates writing, reading, speaking, listening and thinking through different thematic concepts throughout the year. A variety of genres and multimodal texts are explored and used to analyze the author's craft and purpose. Students will continue to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will use genre characteristics and craft to compose multiple texts that are meaningful and address specific audiences. Students refine the use of a variety of advanced strategies to fully develop ideas in their writing and response. Control of language, sentence structure and organization are expected. The student engages in both |

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| | short-term and sustained recursive inquiry processes for a variety of purpose. Students present oral and written reports from independent research studies using primary sources and varied sources of visual media. |
| **8TH ADVANCED GT LANGUAGE ARTS**<br>Grade: 8<br><br>Semesters: 2<br><br>Prerequisite: Qualified GT students | This course is designed to meet the needs of gifted students by combining GT best practice strategies with enhanced depth, complexity and pacing of the Language Arts curriculum. Students participating in the GT program demonstrate advanced skills in: self-directed learning, critical and creative thinking, and research and communication skills. This course assists in preparing students for the challenges offered by the Gifted and Talented/Advanced Placement program at the high school level. |
| **8TH ADVANCED GT HUMANITIES**<br><br>Grade: 8<br><br>Semesters: 2<br><br>Prerequisite: Qualified GT students *Only offered at DMS | The Gifted and Talented Program in Carroll currently offers a Humanities based curriculum for students in grades 5 and 6 and then again in grade 11. Teachers who teach the Humanities course have received training through the International Baccalaureate program.<br>Humanities 8 is a two-period course offered for identified Gifted and Talented students designed to meet the academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and U.S. History with fine arts through student-centered thematic units of study. Through a comprehensive integrated literacy instructional framework, students will explore and reflect on the political, social, and economic issues that have shaped our society and defined our roles as citizens. |
| **8TH ENGLISH LEARNER LANGUAGE ARTS (ELLA)**<br>Grade Level: 8<br><br>Semesters: 2<br><br>Prerequisite: LPAC Recommendation | English Learner Language Arts employs the interconnected nature of listening, speaking, reading, writing, and thinking to develop and sustain foundational language skills in order to accelerate the acquisition of language so that students develop high levels of social and academic language proficiency. ELLA develops comprehension; response; explores multiple genres and author's purpose and craft. Writing skills are developed through composition, inquiry and research. The class focuses on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Placement: LPAC committee for students at the beginning or intermediate levels of English proficiency or with extenuating circumstances. |

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## MIDDLE SCHOOL SCIENCE COURSES

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| **7TH GRADE SCIENCE**<br>Grade Level: 7<br>Semesters: 2 | Grade 7 science is interdisciplinary in nature covering topics in matter and energy, force, motion, and energy, earth and space, and organisms and the environment. The majority of the content in grade 7 Science focuses on organisms and the environment. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. |
| **7TH GRADE ADVANCED SCIENCE**<br>Grade Level: 7<br>Semesters: 2 | The purpose of Advanced Middle School science is to introduce skills, concepts and assessment methods to prepare students for success in future Advanced and AP science courses. Advanced 7th Grade science covers the same Texas Essential Knowledge and Skills as the regular 7th grade science courses, however, the curriculum has been written in such a manner as to include more rigorous activities, assessments, and depth of topics. |
| **7TH GRADE ADVANCED GT SCIENCE**<br>Grade Level: 7<br>Semesters: 2<br>Prerequisite: Qualified GT students | This course is designed to meet the needs of gifted students by combining GT best practice strategies with the enhanced depth and pacing of the Advanced Science curriculum. 7th Grade GT Science students will explore 7th grade science concepts of organisms and environment in depth and the role science plays in research and innovation. Students will learn to understand and communicate complex thinking through scientific literacy and discourse. Students will produce advanced and creative products which reflect innovative applications of ideas and concepts. |
| **8TH GRADE SCIENCE**<br>Grade Level: 8<br>Semesters: 2 | 8th Grade Science is interdisciplinary in nature covering topics in matter and energy, force, motion, and energy, earth and space, and organisms and the environment. However, the majority of the content in 8th grade science focuses on earth and space science. These ideas transcend disciplinary boundaries and include change and consistency, patterns, cycles, systems, models, and scale. |
| **8TH GRADE ADVANCED SCIENCE**<br>Grade: 8<br>Semesters: 2 | 8th Grade Advanced Science provides a more rigorous treatment of the concepts and topics covered in the regular eighth grade science class. A particular emphasis of the course is on the application of the content area in past, present, and future situations with a mathematical approach to recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions about data. Grade eight is interdisciplinary but much of the content is focused on Earth and Space Science. Recurring themes include: change, constancy, patterning, cycles, systems, models and scale. There will be additional emphasis on the application of mathematics in this course. It is recommended that students who choose this course are strong mathematics students. |
| **8TH GRADE ADVANCED GT SCIENCE**<br>Grade: 8<br>Semesters: 2<br>Prerequisites: Qualified GT students, Concurrent enrollment in Advanced Pre-Algebra or Advanced Algebra | This course is designed to meet the needs of gifted students by combining GT best practice strategies with the enhanced depth and pacing of the Advanced Science curriculum. 8th grade GT Science students will explore 8the grade science concepts of earth and space in depth and the role science plays in research and innovation. Students will learn to understand and communicate complex thinking through scientific literacy and discourse. Students will produce advanced and creative products which reflect innovative applications of ideas and concepts. |

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## MIDDLE SCHOOL SOCIAL STUDIES COURSES

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| **7TH TEXAS HISTORY**<br>Grade Level: 7<br>Semesters: 2 | In this course, students will study the history and geography of Texas from the period of discovery and exploration to the present. From the historical perspective, emphasis is placed on the impact of people of different backgrounds and cultures and the role they played in building the republic. Geographically, students will examine how the environment has affected the history of the state. |
| **7th ADVANCED TEXAS HISTORY**<br>Grade Level: 7<br>Semesters: 2 | This course is designed to provide students an opportunity to participate in greater depth the study of Texas History. The course content will include the study of history and development of the state from early times through the present. Students will be expected to conduct research and analyze primary and secondary resources. Emphasis will be placed on self-directed learning as well as critical thinking. |
| **7th ADVANCED GT TEXAS HISTORY**<br>Grade Level: 7<br>Semesters: 2<br>Prerequisite: Qualified GT students | This course is designed to provide learners an opportunity to obtain a more in-depth study of Texas history. Emphasis is placed on developing knowledge, skills, and attitudes that will enable learners to research projects, analyze materials, and draw conclusions based on academic reasoning. Course content includes studies of the history and development of the state from early times through the present. |
| **7TH ADVANCED GT HUMANITIES**<br>Grade: 7<br>Semesters: 2<br>Prerequisite: Qualified GT students *Only offered at DMS | The Gifted and Talented Program in Carroll currently offers a Humanities based curriculum for students in grades 5 and 6 and then again in grade 11. Teachers who teach the Humanities course have received training through the International Baccalaureate program.<br><br>Humanities 7 is a two-period course offered for identified Gifted and Talented students designed to meet the social, emotional, and academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and Texas History with fine arts through student-centered thematic units of study. Through a comprehensive integrated literacy instructional framework, students will explore and reflect on the political, social, and economic issues that have shaped Texas. |
| **8TH UNITED STATES HISTORY**<br>Grade Level: 8<br>Semesters: 2 | The course provides an in-depth review of American history from the early Colonial period through Reconstruction. Political, economic, and social events and issues related to the colonial and revolutionary eras will be examined. An in-depth focus is given to the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Analyzing economic factors that influenced the development of colonial America and the early years of the Republic, will assist students as they understand the free enterprise system. Rights and responsibilities of citizens of the U.S. as well as the importance of effective leadership in a democratic society will also be reviewed. |
| **8TH ADVANCED UNITED STATES HISTORY**<br>Grade Level: 8<br>Semesters: 2 | The content for this course is essentially the same as described in the United States History 8: Beginnings to 1877 course; however, more research will be expected from students and students will be expected to read and understand primary and secondary sources. |
| **8TH ADVANCED GT UNITED STATES HISTORY**<br>Grade Level: 8<br>Semesters: 2<br>Prerequisite: Qualified GT students | This class provides an in-depth study of U.S. history from the early colonial period through Reconstruction. The program is designed to provide information, develop critical reading skills, and focus on the writing skills needed to perform satisfactorily on the social science advanced placement examinations. GT Learners will be expected to gather data, analyze materials, and draw conclusions from both primary and secondary sources for use in completing document-based and free-response questions. |

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| **8TH ADVANCED GT HUMANITIES**<br><br>Grade: 8<br><br>Semesters: 2<br><br>Prerequisite: Qualified GT students *Only offered at DMS | The Gifted and Talented Program in Carroll currently offers a Humanities based curriculum for students in grades 5 and 6 and then again in grade 11. Teachers who teach the Humanities course have received training through the International Baccalaureate program.<br>Humanities 8 is a two-period course offered for identified Gifted and Talented students designed to meet the social, emotional, and academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and U.S. History with fine arts through student-centered thematic units of study. Through a comprehensive integrated literacy instructional framework, students will explore and reflect on the political, social, and economic issues that have shaped our society and defined our roles as citizens. |

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## MIDDLE SCHOOL GIRLS/BOYS PE and ATHLETICS INFORMATION

Students are required to take PE for a total of two years (four semesters) during grades 6-8. TAC §103.1003: "A student in Grade 6, 7, or 8 must participate daily for at least four semesters during those grades."

Athletics counts toward the Physical Education requirement.

Girls/boys athletics is designed for students interested in participating in competitive sports. Students must be available before and after school for practice sessions and games. Students who are not selected for a team will be assigned to a conditioning program during the same athletic period.

To be enrolled in the middle school athletic period, each athlete must complete ALL of the following:

- Complete the following paperwork (found on the school website):
  - Physical (performed by a doctor and complete with doctor signature)
  - Acknowledgement of Rules
  - Steroid Abuse Form
  - Athletic Participation Release
  - Read the Carroll ISD Parent/Student Athletic Handbook located on the district website
- Tryout or participate in one of the following sports (failure to tryout/participate in one of the sports will be removed from athletic period and enrollment into PE or another elective per CISD/State PE requirements).
  - Football, Volleyball, Basketball, Cross Country, Track
  - Soccer, Tennis and Wrestling participation DO NOT fulfill the requirements to be in the athletic period.
  - Soccer, Tennis and Wrestling are after-school only sports and are not part of the CISD school day.

Athletes will be expected to adhere to the following expectations during the athletic period:
Dress out in required athletic clothing every day. Athletes must provide their own workout clothing (Black, white, green, or grey). No Soffes for girls.

- Workout every day unless sickness or injury occurs.
- Participate in our strength and conditioning program when not active in one of the sports offered during the athletic period.
- Earn passing grades in all classes each reporting period (six weeks). Athletes who fail at any six weeks are not eligible to participate in games/matches/meets of any kind for three weeks. If they pass the three week grading report (progress report), they will become eligible again. All athletes will still be expected to be at every practice whether they are eligible or not.
- Follow all rules in the athletic department.
- Attend all practices and games for their selected sport(s). Practices will be held before and after school.

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## MIDDLE SCHOOL ATHLETICS/HEALTH/PHYSICAL EDUCATION

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| **ATHLETICS 7TH**<br>Grade Level: 7<br><br>Semesters: 2 | This course provides the student with the opportunity to participate in competitive sports. Athletics counts toward the Physical Education requirement. It is expected that students who sign up for Athletics **may** participate in one of our "selected sport" teams as well as develop the proper attitude and work ethic that it takes to be a contributing team member. Students not making a selected team may participate in one of our no-cut sports, football or cross-country. Students will be required to attend the games or meets for the entire season. Students wishing only to attempt to make the track team **must** enroll for the entire year. The selected teams are as follows: basketball, track, or volleyball. **BEFORE** and/or **AFTER** school practices, as well as game attendance is required for those students making the selected team. |
| **ATHLETICS 8TH**<br>Grade Level: 8<br><br>Semesters: 2 | This course provides the student with the opportunity to participate in competitive sports. Athletics counts toward the Physical Education requirement. It is expected that students who sign up for Athletics **may** participate in one of our "selected sport" teams as well as develop the proper attitude and work ethic that it takes to be a contributing team member. Students not making a selected team may participate in one of our no-cut sports, football or cross-country. Students will be required to attend the games or meets for the entire season. The selected teams are as follows: basketball, track, or volleyball. **BEFORE** and/or **AFTER** school practices, as well as game attendance is required for those students making the selected team. |
| **DRAGON FITNESS**<br>Grade: 7-8<br>Semesters: 2 | Through the curriculum in Dragon Fitness, students will gain experience in learning the fundamentals of strength and conditioning, dynamic stretching, agility, health/nutrition, and sports-specific skills. Dragon Fitness is a more demanding and rigorous physical education course that requires workouts to help athletes build a solid foundation of fitness without the sports-specific requirements of the Athletics course. |
| **PHYSICAL EDUCATION**<br>Grade: 7-8<br>Semesters: 1 or 2 | Physical Education involves achieving and maintaining optimal physical, mental, emotional and social well-being of the individual. Activities will include team-based sports as well as individual challenges. Physical education is the area for students to engage in activities that are non-competitive. Lifelong activities are learned to maintain a healthy lifestyle. Participating in healthy physical activity and practicing healthy behavior are the goals of the physical education program. |
| **PHYSICAL EDUCATION-A**<br>Grade: 7-8<br>Semesters: 1 or 2<br><br>Prerequisite: ARD committee recommendation | Physical Education involves achieving and maintaining optimal physical, mental, emotional and social well-being of the individual. Lifelong activities are learned to maintain a healthy lifestyle. Participating in healthy physical activity and practicing healthy behavior are the goals of the physical education program. |
| **OUTDOOR EDUCATION**<br>Grade Level: 7-8<br><br>Semesters: 1 | Outdoor Education/Adventures is a fun and exciting co-ed physical education course. Students are taught lifelong skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, first aid/CPR, trip planning, angling, tackle crafts, hiking, backpacking, camping outdoor cooking, conservation/environmental issues and certifications through the Texas Parks & Wildlife Department (TPWD) and the American Heart Association.<br>**Fees: Mandatory class activity fee is $15. Optional fees are: Boater's Education is $20 and Hunter's Education is $15** |
| **PARTNERS IN PE (Unified PE)**<br>Grade: 7-8<br>Semesters: 1 or 2<br><br>Prerequisite: ARD or 504 committee recommendation | This course is a success oriented physical education program featuring supervised peer tutors and individualized learning and instruction. This course is designed to improve physical and motor development and enhance the acquisition of individualized recreational activities and skills in team sports for students with disabilities. The focus of this class is to meet the unique physical education needs of students with disabilities and in the process, increase social skills and build self-esteem with their peers. |

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## MIDDLE SCHOOL FINE ARTS: BAND

Middle School band is a course of study which introduces and develops musical concepts and skills related to instrumental music performance. Participation in a performing group offers students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. The performance of instrumental wind and percussion literature is the purpose of this course. Through individual auditions, students are placed into bands appropriate to their developing skill level.

All members of the band program may perform in district concerts, school/community pep rallies, UIL Concert and Sightreading Contest, and other contests/festivals. Individual performance opportunities also include Solo and Ensemble Festival and district/region honor band auditions. Before and/or after school rehearsals may be required for students in the band program. It is expected that band students will participate in all required performances and activities.

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| **WIND ENSEMBLE**<br>Grade Level: 7-8<br>Semesters: 2<br><br>Prerequisite: Students are placed based on a tryout with band director and/or previous year band placement. | Wind Ensemble is the top competitive performing ensemble that strives for the highest state and national standards. Expectations of practice (30 minutes/day, 6 days a week) and time commitment are placed on students in this ensemble. Students in this ensemble are recommended to study privately with a school-approved private lesson teacher to ensure proper development and mastery of the advanced music performed by the Wind Ensemble. Performance requirements take place throughout the year and will include 3-5 concerts including competition at the State UIL Concert & Sight Reading Contest and other performance opportunities determined by the director. Students are required to attend all section rehearsals as scheduled by the director. Sectionals are required but may be excused for athletic team practices and students may fully participate in any school sport.<br><br>**Fee: Purchase of uniforms and various fees outlined in the band informational packet.** |
| **SYMPHONIC BAND**<br>Grade Level: 7-8<br>Semesters: 2<br><br>Prerequisite: Students are placed based on a tryout with band director and/or previous year band placement. | Symphonic Band is a competitive performing ensemble that strives to improve the students' skills in preparation for Wind Ensemble or High School band membership the following year. Expectations of practice (30 minutes/day, 6 days a week) and time commitment are placed on students in this ensemble. Students in this band are strongly recommended to study privately with a school-approved private lesson teacher to ensure proper development and preparation for advancement in the program. Performance requirements take place throughout the year and will include 3-5 concerts including competition at the State UIL Concert & Sight Reading Contest and other performance opportunities determined by the director. Students are required to attend all section rehearsals as scheduled by the director. Sectionals are required but may be excused for athletic team practices and students may fully participate in any school sport.<br><br>**Fee: Purchase of uniforms and various fees outlined in the band informational packet.** |
| **CONCERT BAND**<br>Grade Level: 7-8<br>Semesters: 2<br><br>Prerequisite: Students are placed based on a tryout with band director and/or previous year band placement. | Concert Band is a developmental performing ensemble that strives to improve the students' skills in preparation for Symphonic Band membership the following year. Expectations of practice (30 minutes/day, 6 days a week) and time commitment are placed on students in this ensemble. Students in this band are strongly recommended to study privately with a school-approved private lesson teacher to ensure proper development and preparation for advancement in the program. There are no conflicts with an Athletic team practices either before or after school and students may fully participate in any school sport.<br><br>**Fee: Purchase of uniforms and various fees outlined in the band informational packet.** |
| **JAZZ BAND**<br>Grade Level: 7-8<br>Semesters: 2<br><br>Prerequisite: Teacher Approval/Audition | Students will study many styles of music, particularly jazz, as well as history, theory, and improvisation. The class stress individual growth as a musician. Students may perform as a group at concerts and contests.<br><br>**Fee: Purchase of uniforms and various fees outlined in the band informational packet.** |

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## MIDDLE SCHOOL FINE ARTS: CHOIR

The goal of the choir program is to introduce and develop students' musical knowledge and ability through the use of the voice. Each choir is a performance group that will participate in a number of formal and informal concerts. Students will work to develop skills in sight-reading, vocal production, critical listening and working in a team. Students will have the opportunity to perform individually as well as with an ensemble. Before and/or after school rehearsals are occasionally required for all members of the Dragon Choir.

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| **TREBLE CHOIR**<br>Grade Level: 7-8<br>Semesters: 2 | This is a performance-based choir that emphasizes the development of strong musicianship, sight reading, vocal, and choral skills. Students will perform repertoire from various musical styles. There will be 3–4 formal performances and several informal concert opportunities during the year. Students will travel to perform in region UIL and other various contests. Students also have the opportunity to participate in All-Region choir auditions and UIL Solo and Ensemble contest. This is a yearlong elective. **Fee Required - $85** |
| **BASS/TENOR CHOIR**<br>Grade: 7-8<br>Semesters: 2 | This is a performance-based choir that emphasizes the development of strong musicianship, sight reading, vocal, and choral skills. Students will perform repertoire from various musical styles. There will be 3–4 formal performances and several informal concert opportunities during the year. Students will travel to perform in region UIL and other various contests. Students also have the opportunity to participate in All-Region choir auditions and UIL Solo and Ensemble contest. This is a yearlong elective. **Fee Required - $85** |

## MIDDLE SCHOOL FINE ARTS: ART

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| **2D ART**<br>Grade Level: 7-8<br>Semesters: 1 | This is an introductory course that focuses on <u>two</u> <u>dimensional</u> Art, utilizing a sketchbook to build foundational skills and various art materials. Students will build a starting set of skills in drawing, painting, collage, mixed media, and sculpture that will draw from the principles and elements of design, technology, art history, and world culture. This course will maintain a focus on two dimensional art forms in student exploration, observation, imagination, and innovation.<br>**Lab Fee Required - $25** |
| **3D ART**<br>Grade Level: 7-8<br>Semesters: 1 | This is an introductory course that focuses on <u>three dimensional</u> Art, utilizing a sketchbook to build foundational skills and various art materials. Students will build a starting set of skills in drawing, painting, collage, mixed media, and sculpture that will draw from the principles and elements of design, technology, art history, and world culture. This course will maintain a focus on three dimensional art forms in student exploration, observation, imagination, and innovation.<br>**Lab Fee Required - $25** |
| **ADVANCED ART**<br>Grade Level: 8<br>Semesters: 2<br><br>Prerequisite: 2D Art or 3D Art, teacher recommendation, and student application | A preparatory class for students going into high school art that expands upon the concepts covered in the introductory courses. Students will keep and build a sketchbook and portfolio of work that focuses on chosen material, complex themes, historical importance, and self-expression. Using various media, students will be exposed to the critique process, artistic problem solving, and the role that art plays in their life as a starting artist.<br>**Lab Fee Required - $50** |

## MIDDLE SCHOOL FINE ARTS: THEATRE ARTS

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| **THEATRE ARTS I: INTRO TO ACTING**<br>Grade Level: 7-8<br>Semesters: 1 | This course is activity centered to help students acquire lifelong skills such as critical thinking, self-discipline, group cooperation, sensory and emotional awareness and self-confidence. Units of study include Self-Perception and The Actor's Tools. |
| **THEATRE ARTS II: BEHIND THE SCENES**<br>Grade Level: 7-8 | This course is for students who would like to further their study of theatre. Emphasis will be placed on technical theatre, including scenic, costume, property, lighting, sound, publicity, and make up design for the stage. **Lab Fee Required - $50** |

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| Semesters: 1 | |
| **THEATRE ARTS III: ADVANCED THEATRE ARTS**<br>Grade Level: 8<br>Semesters: 2<br><br>Prerequisite: Student application | Students will focus intensively on various acting styles, technical theatre elements, and theatre production. Students will relate theatre to history, society, and culture, and they will learn to critically interpret play scripts. **Required - $50** |

## MIDDLE SCHOOL LANGUAGES OTHER THAN ENGLISH

Spanish I, a high school level course, is offered in 8th grade at the middle school level. The credit will appear on the student's high school transcript.

Only those students participating in high school Spanish at the middle school level will be able to take five years of Spanish during high school (5th year is Spanish AP).

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| **SPANISH I***<br>Grade Level: 8<br>Credits: 1<br>Semesters: 2<br><br>Prerequisite: Student application and an 85 average in ELA<br><br>*High school credit course | Spanish I is a fast-paced high school credit class with emphasis on fundamental vocabulary, spelling, and grammatical structure while building proficiency in the four basic skills of reading, writing, listening and speaking. Strong memorization and study skills are essential for this class.<br><br>*** This course will be for high school credit, it will impact the student's GPA.** |

## MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCE

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| **ARCHITECTURAL AND INTERIOR DESIGN**<br>Grade Level: 7-8<br>Semesters: 1 | Architectural and Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry. **Lab Fee: $25** |
| **MONEY MANAGEMENT**<br>Grade Level: 7-8<br>Semesters: 1 | Money Management focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. |
| **MONEY MATTERS**<br>Grade Level: 7-8<br>Semesters: 2 | In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.<br><br>*** This course will be for high school credit, no impact to GPA.** |
| **LIFETIME NUTRITION & WELLNESS**<br>Grade: 7-8 | This laboratory course 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. |

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| Semesters: 1 | **NOTE: Please be aware that food in the classroom may contain or come into contact with common allergens and intolerances, such as dairy, eggs, wheat, soybeans, tree nuts, fish, shellfish, beef, or pork. Substitutions can be requested, but not always guaranteed. The Nutrition and Wellness classroom does follow the CISD peanut-free classroom guidelines.**<br><br>**Lab Fee: $25** |
| **INTRODUCTION TO CULINARY ARTS**<br>Grade Level: 8<br>Credits: 1<br>Semesters: 2 | Introduction to Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. This course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide additional 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 laboratory-based course.<br><br>*** This course will be for high school credit, no impact to GPA.**<br><br>**Supply Fee: $25 (purchase of lab ingredients)** |
| **Principles of Human Services**<br>Grade Level: 7-8<br>Credits: 1<br>Semesters: 2 | 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. This course is a prerequisite for Child Development at Carroll High School.<br><br>*** This course will be for high school credit, no impact to GPA.**<br><br>**Student Fee: $35 (materials and resources for each unit)** |

## MIDDLE SCHOOL ANIMAL SCIENCES

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| **ANIMAL SCIENCE**<br>Grade Level: 7-8<br>Semesters: 1 | This course will introduce students to an investigation of Zoology, the scientific study of the behavior, structure, physiology, classification, and distribution of animals. Students will interact with a wide variety of living specimens while making scientific observations. This course will also focus on classification schemes and environmental balance. *Peanut products are present.<br>**Lab Fee Required: $45 (food, vet fees, and supplies)** |
| **INTERNSHIP:ANIMAL SCIENCE CAREGIVER**<br>Grade Level: 8<br>Semesters: 1 | This course includes in depth animal care. (Feeding, cleaning, health care, equipment checks and other animal centered assignments as needed.) *Peanut products are present.<br><br>**Prerequisite:** Animal Science, student application, caregiver training before enrollment. |

## MIDDLE SCHOOL TECHNOLOGY

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| **BUSINESS SUCCESS**<br>Grade Level: 7-8<br>Semesters: 1 | Business Success is an introductory course where students develop touch-typing skills with an emphasis on speed and accuracy. Microsoft Word, Publisher, and Excel are used to create documents such as letters, brochures, business cards, spreadsheets, resumes, postcards, and websites. The students will create their own businesses around these projects to better understand the importance of design/layout as well as information. Students will also learn basic entrepreneurship terms and apply them to their business. |
| **MEDIA MANIA I**<br>Grade Level: 7-8<br>Semesters: 1 | Beginners, intermediates and experts will use a variety of technology and software. Students' main focus will be to learn to edit and manipulate photos to include in projects and movies that students create using Adobe Premiere and WeVideo. These projects include collages, posters, magazine covers, stickers, t-shirts, CD covers.<br><br>**Lab Fee: $25 (memory cards and other supplies)** |

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| **MEDIA MANIA II**<br>Grade Level: 7-8<br>Semesters: 1<br><br>Prerequisite: Media Mania I (Recommended) | Media Mania II is an extension to the technology classes now being offered. This class teaches the basics of programming and provides an opportunity for students to engage in real world interaction while learning math, language, science, and technology skills. Students' love for video games creates an exciting platform for learning. Critical thinking and problem solving skills will be gained through a venue that you love. The inclusion of this curriculum in the technology classroom will enhance every aspect of your education by making learning relevant to you. There is no limit to what you can learn, while creating something that is fun. If you have already taken Media Mania and would like to learn the basics of programming, you are the perfect student for this class. Students will use skills learned previously in Media Mania to create "artwork" to use as backgrounds and skins for their games.<br><br>**Lab Fee: $25 (memory cards and other supplies)** |
| **PRINCIPLES OF ARTS, AV TECH, AND COMMUNICATIONS**<br>Grade Level: 8<br>Credits: 1<br><br>Semesters: 2<br><br>Prerequisite: Media Mania I or Media Mania II and Student Application | This course will introduce students to careers in the Arts, Audio/Video Technology and Communications career cluster. Students will develop an understanding of various career opportunities in this career cluster and the knowledge, skills, and educational requirements for those careers. This course is the foundational course within the Arts, Audio/Video Technology and Communications CTE pathway.<br><br>**Lab Fee: $25 (memory cards and other supplies)**<br>*** This course will be for high school credit, no impact to GPA.** |
| **CAREER INVESTIGATIONS AND EXPLORATION**<br>Grade Level: 7-8<br><br>Semesters: 1 | Career Investigations and Explorations is designed to provide students with the ability to make informed decisions concerning the world of work and how it relates to the world of learning. An exploration of personal interests and passions, career inventories, and college research will be completed through the online program in Naviance. Learning outcomes for this course will include information literacy with technology, professional communication with a variety of audiences, and personal advocacy at school and home. The course will help familiarize students with the career pathways at the high school and assist students in making an informed decision when creating their four year graduation plan.<br><br>**As part of the 84th Texas Legislative Enrollment Bill, districts must provide instruction to students in grades 7 and/or 8 in preparing middle school students for high school, college and career opportunities. Career Investigations and Explorations would meet the mandates of HB18 for the Middle School Career and Technology Requirements. |

## MIDDLE SCHOOL STUDENT PUBLICATIONS

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| **BROADCAST JOURNALISM**<br>Grade Level: 7-8<br><br>Semesters: 1 | The basis of the course will involve mass communication and electronic media which will cover many aspects of news and entertainment media. Units of study will include ethics, the use of video cameras, interviewing techniques, creating videos, careers in media, commercials, talk shows, and public service announcements. The potential for doing parts of a school news broadcast (including school news, sports, academics, community events, entertainment, etc.),-video announcements, and other forms of public information.<br><br>**Lab Fee - $25 (lighting, backdrops, camera repairs)** |
| **PHOTOGRAPHY**<br>Grade Level: 7-8<br><br>Semesters: 1<br><br>Prerequisite: Must be willing to attend before and/or after school activities if/when requested. | Students will learn the fundamentals of photojournalism, i.e. the basics of photography including composition, perspective, light, shadow, rule of thirds, and so forth. Students will gain insight as to what constitutes truly good photography by studying well-known photographers such as Ansel Adams. This course deals strictly with digital camera technology, so students will gain hands-on experience using digital imaging software (Adobe Photoshop) and will become well versed in the techniques of taking digital photographs, uploading them to the computer, transferring them electronically, and editing their photos. Note: Students must supply their own digital camera that has a variety of modes and white balance settings and accessories.<br><br>**Lab Fee - $25 (fees for cameras and lenses)** |

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| **YEARBOOK**<br>Grade Level: 7-8<br><br>Semesters: 2<br><br>Prerequisite: Application, teacher interview. | This course is designed for highly-motivated, independent, and creative individuals who wish to create and design the school yearbook. Students must meet strict deadlines and work before, during, and after school if the teacher and deadlines require it. Students should also have strong photographic and writing skills. Students will learn about page layout, photography selection, caption and copywriting, and more as they create each individual page of the yearbook using the yearbook publishing company's online program. All work is computer generated.<br><br>***NOTE: An all-day Saturday workshop and/or a late-summer mini-workshop may be required. Be prepared to attend! Must be willing to attend before and/or after school activities if/when requested.***<br><br>**Lab Fee: $25 (fees for cameras and lenses)** |

## MIDDLE SCHOOL STUDENT ENRICHMENT COURSES

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| **LEADWORTHY THE COURSE**<br>Grade Level: 7-8<br>Semesters: 1 | Students will work towards developing a healthy self-concept, healthy relationships, and a sense of personal responsibility. Through the course, students will build skills in public speaking and communication as well as an understanding of personal image. Students will also develop an understanding of principle-based decision-making and learn to make responsible personal decisions. |
| **H.A.L.O. "HELPING AND LEADING OTHERS"**<br>Grade Level: 7-8<br>Semesters: 1<br><br>Prerequisite: Student application and interview | H.A.L.O. is a peer-tutoring/mentoring program that pairs up seventh and eighth graders with students who are mentally or physically challenged. Peer tutors will assist these students one class period a day, either in a core class or an elective class. The peer tutor, in addition to helping the student with his/her class work, will also develop a friendship with the student. The H.A.L.O. class will take the place of one elective.<br><br>In order to be a qualified peer tutor, students must meet the following requirements:<br>1. Be responsible (no attendance problems)<br>2. Possess at least average academic skills<br>3. Have patience<br>4. Be respectful (to teachers and fellow peers) |

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## PART 3 – HIGH SCHOOL COURSE DESCRIPTIONS

### HIGH SCHOOL READING LANGUAGE ARTS

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| **ENGLISH I**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Students in English I generate compositions for a variety of purposes and in a variety of modes as well as read and analyze selected texts from many genres of literature. Based on a curriculum that integrates both writing and reading concepts and skills, this course empowers students to use the recursive writing process (prewriting, drafting, revising, editing, and presenting) as they write to learn about themselves, their world. Students in English I read extensively, write responsively, listen critically, speak articulately, work cooperatively, and think independently.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ADVANCED ENGLISH I**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Advanced English I is an advanced course of study designed to prepare students for the demands of the upper-level Advanced Placement (AP) Language and Literature courses. Based on a curriculum that integrates both writing and reading concepts and skills, this course empowers students to use the recursive writing process as they write for a variety of purposes and in a variety of modes. Emphasis is placed on academic composition, literary analysis of fiction and nonfiction, and argumentation rather than creative endeavors. This program, designed for the highly motivated student, emphasizes a wider range and greater depth of subject matter than English I. Essential skills for success include organization, time management, and disciplined study.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ADVANCED/GT ENGLISH I**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Identified gifted students enrolling in Advanced/GT English I should desire not only the rigor and college-preparation provided by an Advanced class, but also an outlet for their creativity. In this class, students will learn to write academic and sophisticated essays in response to challenging and thought-provoking literature while studying the elements of writing and rhetorical devices. Students will develop and hone their reading, writing, and speaking skills through self-directed, project-based learning, thinking, research, and communication. In addition, they will have the opportunity to stretch their creativity as they complete literature-based projects each grading period. When they become juniors, Advanced GT English students have the choice to take either AP English or English III GT/AP; this class is designed to prepare students for both. In order to take this class, students must first meet the district's Gifted and Talented requirements.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ENGLISH I A**<br>Grade Level: 9<br>Credits:1<br>Semesters: 2 | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read, and respond to multiple genres from world literature translated to English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the learning needs of the students.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES**<br>Grade Level: 9<br>Credits:1<br>Semesters: 2<br>**Prerequisite**: LPAC Decision | This course provides listening, speaking, reading, and writing activities from simple to complex in order to increase the students' comprehension and ability to express themselves. The focus will be on grammar and literature for the grade level. This course is designed for students who are speakers of other languages who have limited English skills, and have been in the United States less than three years. |
| **CREATIVE WRITING**<br>Grade Level: 9 - 12<br>Credits:1<br>Semesters: 2 | An elective composition course, Creative Writing provides individual instruction for the motivated writer in a writing workshop environment. Strategies and activities include practice with and examination of a variety of genres, development of peer and self-editing techniques, and numerous opportunities to publish. |

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| **ENGLISH II**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English I | Students in English II generate compositions for a variety of purposes and in a variety of modes as well as read and analyze selected texts from all genres. Based on a curriculum that integrates both writing and reading concepts and skills, this course empowers students to use the recursive writing process (prewriting, drafting, revising, editing, and presenting) as they write to learn about themselves, their world, and their print-rich environment. Students in English II are expected to read extensively, write responsively, listen critically, speak articulately, work cooperatively, and think independently.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ADVANCED ENGLISH II**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English I | Advanced English II is an advanced course of study designed to prepare students for the demands of the upper-level Advanced Placement (AP) Language and Literature courses. Emphasis is placed on critical reading and writing, in response to texts from all genres. Students will write for a variety of purposes and in a variety of modes; however, emphasis is placed on academic composition - literary style analysis of both fiction and nonfiction, and argumentation rather than creative endeavors. Students should be prepared for extensive independent reading outside of class. English II Advanced students will also study the grammar of standard English with emphasis on sentence structure and its role in improved writing skills. This program, designed for the highly motivated student, encompasses a wider range of material and goes into greater depth than English II. Essential skills for success involve organization, time management, and disciplined study.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ADVANCED/GT ENGLISH II**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English I | Advanced/GT Identified gifted students enrolling in English II seek not only the rigor and college-preparation provided by an Advanced class, but also an avenue to explore and express their creativity. In this course, students will read and write in various academic and creative modes. One of the main goals of this course is to build rhetorical awareness by understanding the roles that context, purpose, and audience play in directing a writer's choices. Students will develop and hone their reading, writing, and speaking skills through self-directed, project-based learning, thinking, research, and communication. Student choice and voice is a foundation of this course. When they become juniors, GT/Advanced English students have the choice to take either AP English or English III GT/AP; this class is designed to prepare students for both. In order to take this class, students must first meet the district's Gifted and Talented requirements.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: LPAC Decision | This course provides listening, speaking, reading, and writing activities from simple to complex in order to increase the students' comprehension and ability to express themselves. The focus will be on grammar and literature for the grade level. This course is designed for students who are speakers of other languages who have limited English skills, and have been in the United States less than three years. |
| **ENGLISH II A**<br>Grade: 10<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: English I A | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level English II TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated into English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. |
| **ENGLISH III**<br>Grade Level: 11<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English II | For college readiness, this course will explore the development of American literature and the culture it reflects, including a study of major works such as *The Crucible* and *The Great Gatsby*. Students will engage in outside reading, connecting universal themes across literary works. In addition, students will continue their study of contextual vocabulary, grammar, and composition, utilizing these skills in a variety of writing modes, including research, personal narratives, and literary analysis.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |

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| **AP ENGLISH III**<br>Grade Level: 11<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English II | Advanced Placement English III is a program of college freshmen level and intensity per the requisites of the College Board that provides the opportunity to receive advanced placement and/or credit in college. In addition to completing the requirements of English III, students will enhance their critical reading, writing, and thinking skills through enriched study of literature and composition, a study designed to prepare each student for the Advanced Placement English Language exam. Students opting to take this college level course should be prepared to make the time commitment necessary for success**.**<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **AP/GT ENGLISH III**<br>Grade Level: 11<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English II | Identified gifted students enrolling in AP GT English III should desire not only the rigor and college-preparation provided by an AP class, but also an outlet for their creativity. In this class, students will enhance their critical reading, writing, and thinking skills through the study of literature and composition designed to prepare each student for the Advanced Placement English Language exam. Students will write academic and sophisticated essays in response to challenging and thought-provoking literature while studying the elements of grammar and literary devices. In addition they will have the opportunity to stretch their creativity as they complete literature-based projects. Students opting to take this college level course should be prepared to make the time commitment necessary for success.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ENGLISH III A**<br>Grade: 11<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: English II A | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions. American literature and other world literature provide the source for essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **ENGLISH IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English III | For college readiness, students in English IV generate compositions for a variety of purposes and in a variety of modes as well as read and analyze selected works from British literature. Based on a curriculum that integrates writing and reading concepts and skills with literature and history, this course teaches students to use the recursive writing process to communicate varied ideas about the world revealed through the literature read. Students are expected to read extensively, write responsively, listen critically, speak articulately, work cooperatively, and think independently.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **AP ENGLISH IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English III | Advanced Placement English is a program of college sophomore level and intensity directed by the College Board that gives high school students the opportunity to receive advanced placement and/or credit in college. At the senior level, the AP course in English Literature and Composition focuses on a careful reading of works of recognized literary merit with a particular emphasis on British works. Through such study, students sharpen their awareness of language and their understanding of the writer's craft. The course is designed to prepare students for the Advanced Placement exam in Literature and Composition. They develop critical standards for the independent appreciation of any literary work and they increase their sensitivity to literature as a shared experience. To achieve these goals, students study the individual work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experiences as well as the time in which it was written. Students opting to take this college level course should be prepared to make the time commitment necessary for success.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **AP/GT ENGLISH IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: English III | AP/GT English IV is an English course designed for the caliber of identified gifted students who desire rigorous challenges coupled with creative problem solving. This course is a college prep course and a preparatory course for the English Literature and Composition test administered by the College Board's Advanced Placement Exam. In this class, students will enhance their critical reading, writing, and thinking skills through the study of literature and composition. Students will write academic and sophisticated essays in response to challenging and thought-provoking literature while studying the elements of grammar and literary devices. In addition, they will have the opportunity to stretch their creativity as they complete literature-based projects. Students opting |

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| | to take this college level course should be prepared to make the time commitment necessary for success.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **AP CAPSTONE SEMINAR**<br>Grade: 10-12<br>Credit: 1<br>Semesters: 2 | AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Students will explore different topics of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider one topic or issue from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and gives students an appreciation for the sophistication of important issues. |
| **AP CAPSTONE RESEARCH**<br>Grade: 11-12<br>Credit: 1<br>Semesters: 2<br>**Prerequisite**: AP Capstone Seminar | This is the second course in the AP Capstone program. In this course students design, execute, present, and defend a yearlong research-based investigation on a topic of individual interest. Students will learn and use research methodology, employ ethical research practices as well as collect, analyze, and synthesize information to contribute to academic research. This is a project-based course. Each student's score is based on their academic paper, presentation, and oral defense. |
| **ENGLISH IV A**<br>Grade: 12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: English III A | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the student.<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **DUAL CREDIT ENGLISH IV**<br>(ENGL 1301, 1302, 2322, 2323)<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisite**: English III | Refer to Dual Credit Info. |
| **AP AMERICAN STUDIES**<br>Grade: 11<br>Credits: 2*<br>Semesters: 2<br><br>Students are admitted into the American Studies program, through application which entails teacher recommendations, interviews, and transcripts. | American Studies is a double-blocked interdisciplinary Humanities course combining AP U.S. History and AP Language and Composition. The course covers the official College Board curriculum of both courses, but the nature of the course allows the instructor and students to go into more depth than the stand-alone version of both these courses. The course is also different from the stand-alone courses in that it is student-centered and discussion-based. Successful students in American Studies are ones that do the course readings and come to class prepared to actively engage with the content. The course may be supplemented with field trips and other opportunities to experience the content first-hand. Students in this class should be passionate about both English and History and be comfortable deviating from highly-structured, lecture-only formats. Students must apply to be admitted into the American Studies program.<br>***Students earn AP U.S. History and AP Language and Composition credit**<br>**Additional materials: Students may be required to purchase several novels throughout the year.** |
| **BIBLICAL FOUNDATIONS: THE HEBREW SCRIPTURES AND NEW TESTAMENT IN** | This English elective course offers an in-depth exploration of the Hebrew Scriptures (Old Testament) and the New Testament, examining their profound impact on the history, literature, art, music, and cultural development of Western civilization. The course aims to provide a comprehensive understanding of the biblical content, characters, poetry, and narratives that have shaped contemporary society and culture. Students will engage with |

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| **WESTERN CIVILIZATION**<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | the historical contexts, literary styles, and structures of these foundational texts while exploring their influence on law, government, literature, art, and public policy. No specific translation of the Scriptures is mandated, allowing students to utilize different versions as per their choice. By the end of the course, students will have a deeper knowledge of the Hebrew Scriptures and the New Testament's historical significance and cultural impact, equipping them with the cultural literacy necessary to understand various aspects of Western society and its development. |
| **ADVANCED JOURNALISM I: NEWSPAPER**<br>Grade Level: 10, 11, 12<br>Credit: 1<br>Semesters: 2 | Advanced Journalism: Newspaper I students communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school 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. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**NOTE: *This course does not receive additional GPA Weight** |
| **ADVANCED JOURNALISM II: NEWSPAPER**<br>Grade Level: 11 & 12<br>Credit: 1<br>Semesters: 2 | Advanced Journalism: Newspaper II students will continue to communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. Students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Additionally they will be expected to demonstrate leadership and teamwork abilities, determine coverage and concepts for publications and develop a deadline schedule and a regular means of monitoring progress. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class..<br>**NOTE: *This course does not receive additional GPA Weight** |
| **ADVANCED JOURNALISM III: NEWSPAPER**<br>Grade Level: 11 & 12<br>Credit: 1<br>Semesters: 2 | Advanced Journalism: Newspaper III students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. In this upper level-course, student leaders will be expected to serve as the editorial board of the online news site and demonstrate leadership and teamwork abilities by editing and providing critique of the work of other staff members, develop a deadline schedule and a regular means of monitoring progress. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**NOTE: *This course does not receive additional GPA Weight** |

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## HIGH SCHOOL MATHEMATICS

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| **ALGEBRA I**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: 8th Grade Mathematics (Pre-Algebra) | Algebra I includes the knowledge and skills relating to the concept of a variable, algebraic manipulations necessary in problem solving, graphs of linear, quadratic, and exponential functions, real world applications of these functions, solutions of equations and inequalities, and data analysis. The use of manipulatives and technology, which includes a graphing calculator, is an integral part of this course. Students can expect to spend time on independent practice outside of the classroom every day the class meets. Students will use a TI-84 graphing calculator on a regular basis. **According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit in order to enroll in Algebra I.** |
| **ADVANCED ALGEBRA I**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: 8th Grade Math (Pre-Algebra) | Advanced Algebra I is designed for students showing an advanced aptitude and superior math skills. In addition to the strands listed for Algebra I, this advanced course is designed to prepare students for entry into AP mathematics courses. The course goes beyond-Algebra I content with a wider range and greater depth of subject matter. The content assessments require students to synthesize their learning and apply it on a much higher level. Students will use a TI 84 graphing calculator on a regular basis.<br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit in order to enroll in Algebra I.** |
| **ALGEBRA I A**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: 8th Grade Math (Pre-Algebra) | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level Algebra I TEKS. In Algebra I Alternate, students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, among others. Students learn to combine functions, express functions in equivalent forms, compose functions and find inverses where possible. Algebra I Alternate will provide students with insights into mathematical abstraction and structure through the content strands Foundations for Functions, Linear Functions, and Quadratics and other Nonlinear Functions.<br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Pre-Algebra credit in order to enroll in Algebra I**. |
| **GEOMETRY**<br>Grade Level: 9-10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I | Geometry involves logic, proportional thinking, and visualization in the study of two and three dimensional objects. Connections are made to algebra throughout the course and to the world outside of school through a variety of applications. The essential knowledge and skills of this course include geometric structure, geometric patterns, dimensionality and the geometry of location, congruence and the geometry of size, and similarity and the geometry of shape. Manipulatives and technology, including graphing calculators, are used extensively in this course. Students will use a TI-84 graphing calculator on a regular basis.<br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I credit in order to enroll in Geometry.** |
| **ADVANCED GEOMETRY**<br>Grade Level: 9-10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I<br><br>**Recommended:**<br>Adv. Algebra I | Advanced Geometry is a rigorous course designed for students showing an advanced aptitude and superior math skills. In addition to the strands listed for Geometry, this advanced course is designed to prepare students for entry into AP mathematics courses. The course goes beyond Geometry content with a wider range and greater depth of subject matter. Emphasis is placed on critical thinking skills that require considerable mathematical insight. It is intended for highly motivated, self-disciplined students who have very strong Algebra I skills. The content assessments require students to synthesize their learning and apply it on a much higher level. Students will use a TI-84 graphing calculator on a regular basis.<br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I credit in order to enroll in Geometry.** |
| **GEOMETRY A**<br>Grade 10<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level Geometry TEKS. High school students develop facilities with a broad range of ways of representing geometric ideas, including coordinates, networks, transformations, that will allow multiple approaches to geometric problems and that connect geometric interpretations to other contexts. Students learn to recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through their mathematical experiences through the Geometry content strands of Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape. **According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I credit in order to enroll in Geometry.** |

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| **FOUNDATIONS OF ALGEBRA II (MATH MODELS)**<br>Grade Level: 10-11<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I and Geometry. This course may not be taken after Algebra II. | Foundations of Algebra II (Math Models) is designed to provide students with the necessary preparation for the more challenging Algebra II course. It is designed for students to continue to build on their previous math skills as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from Algebra, Geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. **According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Foundations of Algebra II.** |
| **FOUNDATIONS OF ALGEBRA II (MATH MODELS) A**<br>Grade Level: 11<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I and Geometry | Foundations of Algebra II (Math Models) Alternate is designed to provide students with the necessary preparation for the more challenging Algebra II course taught at the higher grades. It is designed for students to continue to build on the K-8 and Algebra I Alternate foundations as they expand their understanding through other mathematical experiences. Through the use of modified and accommodated curriculum students use mathematical methods to model and solve real-life application problems involving money, data, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and solve applied problems. **According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Foundations of Algebra II.** |
| **ALGEBRA II**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I and Geometry | Building on the skills learned in Algebra I, the focus of Algebra II is the study of functions and problem solving in real situations. The study of functions includes the domain and range, function notation, inverses of functions, and graphs of parent functions. There is an extended study of quadratic, square root, rational, exponential, and logarithmic functions and their applications. Included in Algebra II are knowledge and skills relating to data analysis, the complex number system, matrix algebra, and conic sections and their graphs. Students will use a TI-84 graphing calculator on a regular basis. Students use graphing calculators that allow table building, coordinate graphing, algebraic analysis, and complicated computation. **According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Foundations of Algebra II.** |
| **ADVANCED ALGEBRA II**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I and Geometry<br><br>**Recommended:**<br>Adv. Geometry | In addition to the strands listed for Algebra II, this rigorous advanced course is designed to prepare students for entry into AP mathematics courses. The course goes beyond Algebra II content with a wider range and greater depth of subject matter. Emphasis is placed on critical thinking skills that require considerable mathematical insight. It is intended for highly motivated, self-disciplined students who have advanced Algebra I and Geometry skills. The content assessments require students to synthesize their learning and apply it on a much higher level. Students will use a TI-84 graphing calculator on a regular basis.<br>**According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Algebra II.** |
| **ALGEBRA II A**<br>Grade 12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I | Algebra II Alternate is designed for students to build on Algebra I Alternate and Geometry Alternate experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connections will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.<br>**According to Texas Administrative Code 74.11 (j), students must receive Algebra I credit in order to enroll in Algebra II.** |
| **PRECALCULUS**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra I, Geometry, and Algebra II | Building on the skills learned in Algebra II and Geometry, PreCalculus prepares students for advanced mathematics courses including Calculus, AP Statistics, and college mathematics. In addition to an advanced study of functions and their graphs, there is a study of both right triangle trigonometry and circular trigonometry. PreCalculus includes the knowledge and skills relating to sequences and series, probability and statistics, conic sections, and vector analysis. Students use graphing calculators to develop advanced graphing techniques, explore patterns, analyze data, perform complicated computations, and evaluate trig functions. Students will use a TI-84 graphing calculator on a regular basis. Business and scientific applications of PreCalculus are an integral |

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| | part of this course.<br><br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Algebra I, Geometry, and Algebra II credit in order to enroll in PreCalculus**. |
| **AP PRECALCULUS**<br>Grade Level: 10 -12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisites**: Algebra I, Geometry, Algebra II<br><br>**Recommended:**<br>Adv. Algebra II | Similar to Advanced PreCalculus, this AP course is designed to prepare students for the AP PreCalculus exam as well as entry into other AP mathematics courses. In addition to the topics covered in both PreCalculus and Advanced PreCalculus, this course will cover additional topics such as matrices. Emphasis will be placed on critical thinking skills that require considerable mathematical insight. It is intended for highly motivated, self-disciplined students who have very strong mathematical skills. In class, students will take rigorous tests based upon the AP format which includes multiple choice and free response questions worked with and without calculator assistance. Students are encouraged to take the AP Exam which will give them the opportunity to earn a college PreCalculus credit. Students will use a TI-84 graphing calculator on a regular basis. |
| **HONORS CALCULUS**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: PreCalculus | Honors Calculus is designed for college bound students who have taken PreCalculus. Topics include elementary functions, limits, differential calculus, and integral calculus. Applications include problems from business, economics, life sciences and social sciences. Students will use a TI-84 graphing calculator on a regular basis. Students will also review many college algebra skills to help prepare them for college math placement tests. |
| **AP CALCULUS AB**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: PreCalculus<br>**Recommended:**<br>**AP Precalculus** | AP Calculus AB is intended for students who have a thorough knowledge of Algebra and Geometry. The course goes beyond the Calculus Honors course both in depth and breadth of material. Advanced problem solving and critical thinking skills are essential to the course and it is intended for highly motivated, self-disciplined students. The use of technology, including calculators, plays an important role in this course. Students will use a TI-84/TI-89 graphing calculator on a regular basis. Topics include the study of elementary functions, limits, differential calculus and its applications, and integral calculus and its applications. In class, students will take rigorous tests based upon the AP format which includes multiple choice and free response questions worked with and without calculator assistance. Students are encouraged to take the AP Exam which will give them the opportunity to earn one semester of college credit. |
| **AP CALCULUS BC**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Calculus AB | AP Calculus BC is intended for students who have taken AP Calculus AB. It is a challenging course that requires a thorough knowledge of Algebra, Geometry, PreCalculus and the topics learned in Calculus AB. Topics studied include a short review of all topics covered in Calculus AB, advanced integration techniques, sequences and series, and parametric, polar, and vector functions. Advanced problem solving and critical thinking skills are essential to the course and it is intended for highly motivated, self-disciplined students. Students will use the TI-84/TI-89 graphing calculator on a regular basis. In class, students will take rigorous tests based upon the AP format which includes multiple choice and free response questions worked with and without calculator assistance. Students are encouraged to take the AP Exam which will give them the opportunity to earn two semesters of college credit. |
| **CALCULUS-C MULTIVARIABLE (HONORS for the incoming 9th grade cohort class of 2023-2024)**<br>Grade Level: 11, 12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisites**: Calculus AB and Calculus BC | Calculus C is intended for students who have taken Calculus AB and BC and are looking for another math course to extend their Calculus knowledge. It is a challenging course that requires a thorough knowledge of Algebra, Geometry, PreCalculus and the topics learned in Calculus AB and BC. Topics studied include: graphing in three-dimensions, vector and vector-valued functions, partial derivatives, line integrals and double integrals. Advanced problem solving and critical thinking skills are essential to the course and it is intended for highly motivated, self-disciplined students. |

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| **STATISTICS**<br>Grade Level: 12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra II | Statistics is designed for college bound students who have taken Algebra II or PreCalculus during their junior year. Topics will include the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data by observing patterns, planning studies, and producing models using probability and simulation. Computer software and graphing calculators will be used on a regular basis. This course will help prepare students to successfully complete a basic statistics course in college. |
| **AP STATISTICS**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Algebra II | The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data by observing patterns, planning studies, producing models using probability and simulation, and confirming models by using statistical inference.<br>Computer software and graphing calculators will be used to analyze data and to study graphs of statistical data. Students who successfully complete the course and AP exam may receive credit and/or advanced placement for a one-semester, non-calculus based, introductory college statistics course. |
| **INDEPENDENT STUDY IN MATHEMATICS A**<br>Grade: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Geometry and Algebra II | These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Emphasis is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulation designed to reinforce the understanding of basic operations, as well as the application of these operations within technological tools that enhance understanding and accuracy.<br>**According to Texas Administrative Code 74.11 (j), students <u>must</u> receive Geometry and Algebra II credit in order to enroll in an Independent Study in Mathematics.** |
| **AP COMPUTER SCIENCE A (MATH)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: Computer Science Principles AP | AP Computer Science A follows the College Board AP Computer Science A curriculum. The class focuses on learning and applying programming concepts in Java with an emphasis on Object Oriented Programming (OOP) concepts. The course prepares students for the AP Computer Science A exam. It meets the state Board of Education requirements for a 4th math credit. Students in Computer Science I are eligible to join the Carroll Computer Science Team that represents Carroll in programming competitions throughout the state. This course is required for Computer Science II.<br>**This may or may not satisfy college requirements for math. Please refer to your student's counselor for more information.* |
| **DUAL CREDIT COLLEGE ALGEBRA**<br>(MATH 1314)<br>Grade Level: 12<br>Credit: ½<br>Semesters: 1 | Refer to Dual Credit Info. |

# Carroll ISD
# Academic Planning Guide/Grading Guidelines
# 2026 - 2027

## HIGH SCHOOL SCIENCE

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| **BIOLOGY**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Biology is designed to provide investigations of introductory biochemistry, the structure and functions of cells, including cellular growth, reproduction, genetics, the theory of evolution, simple and multicellular organisms, and complex life forms. Some of these forms include the vertebrates and human anatomy and physiology. The interactions of these life forms will be considered during the study of ecology. |
| **ADVANCED BIOLOGY**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Advanced Biology is a more rigorous treatment of the concepts and topics covered in Biology. Emphasis is on the application of the content area in past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions. Students will use a TI-84/TI-89 graphing calculator on a regular basis. In class, students will take rigorous tests based on the AP format which includes multiple choice and free response questions. |
| **ADVANCED/GT BIOLOGY**<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | Identified gifted students enrolling in Advanced/GT Biology not only must desire the rigor and college-preparation provided by an advanced class, but also need an outlet for their creativity. In this class, the emphasis is on the application of the content area in past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions. Students will use a TI-84/TI-89 graphing calculator on a regular basis. Best practice strategies for gifted students will be infused into the delivery of the curriculum. In this class, students will also take rigorous tests based on the AP format which includes multiple choice and free response questions. |
| **BIOLOGY A**<br>Grade: 9-12<br>Credits: 1<br>Semesters: 2 | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific processes and basic concepts of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in the course content/emphasis may occur on campus depending on the individual learning needs of the students. |
| **AP BIOLOGY**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course is taught on a level comparable to that of a college course and is designed to prepare students to take the Biology AP exam. Topics such as biochemistry, molecules, cells, heredity, evolution, organisms and populations are covered with an evolutionary theme running throughout the topics. AP Biology provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with this rapidly changing field of science. Students will be required to participate in AP lab activities outside of the school day. Although there is not a prerequisite for students to have taken a Biology course prior to taking AP Biology, students that do take a Biology course are more prepared for this level of content.<br><br>College Board recommends that students should have successfully completed high school courses in biology and chemistry. |
| **INTEGRATED PHYSICS AND CHEMISTRY (IPC)**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2<br><br>This course <u>may not</u> be taken after Chemistry and/or Physics. | Integrated Physics and Chemistry is designed to provide students with the necessary preparation for the more challenging Physics and Chemistry courses taught at the higher grades. It offers a science and math integrated approach to the basics of physics and chemistry. Topics include motion, forces, energy, electricity, sound waves, light waves, contemporary structure of the atom, chemical nomenclature, the periodic table, chemical formulas, bonds, chemical reactions, and acids and bases. The method used is an integrated mathematical, conceptual, and hands-on approach. |
| **INTEGRATED PHYSICS AND CHEMISTRY A:**<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2 | Integrated Physics and Chemistry is designed to provide students with the necessary preparation for the more challenging Physics and Chemistry courses taught at the higher grades. This course meets the requirements of students by focusing on prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. 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 with the following topics: force, motion, energy, and matter. |

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| **CHEMISTRY**<br>Grade Level: 10-11<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:Algebra I | 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, use of the periodic table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Students will use a TI-84 graphing calculator on a regular basis. |
| **ADVANCED CHEMISTRY**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:Algebra I | In addition to the strands listed for Chemistry, this advanced course is designed to prepare students for entry into AP science courses. The course covers the Chemistry content with a wider range and greater depth of subject matter. Emphasis is placed upon critical thinking skills that require considerable mathematical insight. It is intended for highly motivated, self-disciplined students who have very strong mathematical skills. The content assessments require students to synthesize their learning and apply it on a much higher level. Students will use a TI-84 graphing calculator on a regular basis. |
| **ADVANCED/GT CHEMISTRY**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:Algebra I | Identified gifted students enrolling in Advanced/GT Chemistry not only must desire the rigor and college preparation provided by an Advanced class, but also need an outlet for their creativity. The course covers the Chemistry content with a wider range and greater depth of subject matter. Emphasis is placed upon critical thinking skills that require considerable mathematical insight. It is intended for highly motivated, self-disciplined students who have very strong mathematical skills. The content assessments require students to synthesize their learning and apply it on a much higher level. Students will use a TI-84/TI-89 graphing calculator on a regular basis. Best practice strategies for gifted students will be infused into the delivery of the curriculum. In this class, students will also take rigorous tests based on the AP format which includes multiple choice and free response questions. |
| **CHEMISTRY A**<br>Grade: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:Algebra I | This course uses alternate Chemistry content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. |
| **AP CHEMISTRY**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: high school chemistry <u>and</u> concurrently enrolled or completed Algebra II | This course is taught on a level comparable to that of a college course. It follows a college format with an emphasis on problem solving. Students will explore primarily inorganic chemistry, including chemical reactions, mole concepts, thermodynamics, acid-base chemistry, and physical chemistry. Independent and guided research is required. -Students will be required to participate in AP lab activities outside of school**.** |
| **PHYSICS**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This course is the study of the relationships between matter and energy. The concepts of mechanics, heat, sound, optics, electricity and magnetism will be explored and reinforced through experiments in the laboratory, topic-related construction projects, and through conceptual and mathematical problem solving. The required mathematical skills and algebraic techniques are reinforced and enriched in an integrated manner with conceptual understanding in the topics listed above. |
| **AP PHYSICS I**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:<br>Geometry and completed <u>or</u> concurrently taking Algebra II | AP Physics I is designed to be taken as a first year physics course by students who have good math and problem solving abilities and desire challenges above physics course. AP Physics I requires trig-based vector addition; therefore, completion of PreCalculus or concurrent enrollment in PreCalculus is required. AP Physics I is comparable to a college-level, first semester, non-Calculus based Physics course and will prepare students for the AP Physics I exam. Topics covered include Newtonian mechanics, mechanical waves, and simple circuits. After successful completion of AP Physics I, students may take either Physics II AP or Physics C AP: Mechanics and Electricity & Magnetism. |

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| **AP GT PHYSICS I**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:<br>Geometry and completed or concurrently taking Algebra II | AP GT Physics I is designed to be taken as a first year physics course by students identified as GT by Carroll ISD. AP GT Physics I is comparable to a college-level, first semester, non-Calculus based Physics course and will prepare students for the Physics I AP exam. Topics covered include Newtonian mechanics, mechanical waves, and simple circuits. After successful completion of AP Physics I, students may take either AP Physics II or AP Physics C: Mechanics and Electricity & Magnetism. |
| **AP PHYSICS II**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: AP Physics I | AP Physics II is a second year physics course comparable to a college-level, second semester, non-calculus based physics course and will prepare students for the Physics II AP exam. Topics covered include fluid mechanics, thermodynamics, electrostatics, circuits with capacitors, magnetism, electromagnetic induction, optics, and modern physics. |
| **AP PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisite**: Completed or concurrent enrollment in calculus | This course is designed for students who plan on majoring in engineering, the physical sciences, or for students who just want a more challenging math/science course. The course is comparable to a college-level, calculus-based, introductory physics course and will prepare students for AP-C level exams in Mechanics and Electricity & Magnetism. The course is more intensive and analytical than the Physics I or Physics II courses. Strong emphasis is placed on solving a variety of challenging problems. |
| **ENVIRONMENTAL SYSTEMS**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Biology | This course uses a hands-on approach to investigate the basic principles of ecology. Ecology is the study of the interrelationship of organisms and their environment and includes such topics as rain forest destruction, extinction of animal and plant species, energy sources, overpopulation, and pollution. This course is aimed not only at addressing the problems but also aiding the student in making intelligent decisions about their future planet. |
| **ENVIRONMENTAL SYSTEMS A**<br>Grade: 9-12<br>Credits: 1<br>Semesters: 2 | In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in population and ecosystems, and changes in environments. |
| **AP ENVIRONMENTAL SCIENCE**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Biology and Chemistry | This course is an interdisciplinary college level course; it embraces a wide variety of topics from different areas of scientific study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Some examples include: energy conversions underlie all ecological processes, the earth is one interconnected system, and environmental problems have a cultural and social context. Major environmental topics such as acid rain; loss of biodiversity; global warming; human population dynamics, renewable and nonrenewable resources; environmental ethics, laws and regulations will be included**.** |
| **AP ENVIRONMENTAL SCIENCE WITH WE SERVICE**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Biology and Chemistry | This course is AP Environmental Science with an opportunity for students to earn a service program recognition. This service program recognition will be communicated to colleges and universities on ETS Score Reports that they have not only mastered the material, but have practical experience in this field, as well. In order to achieve this recognition, each student must engage in a recommended 20 hours of service, which includes in- and out-of-class work. This work will consist of real world application to one or more of the topics discussed in class through a service project empowered by WE (an educational partner with College Board) and determined by the student. |

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| | If the service requirements are not met, the student can still earn the credit for the AP class without affecting their grade. They will just not receive the service program recognition. |
| **ASTRONOMY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | Students enrolled in this course will conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky using a state of the art observatory, work collaboratively, and develop critical-thinking skills. Night observations required. |
| **ASTRONOMY (HONORS)**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This is an honors level course that will place a greater emphasis on the mathematics and Astrophysics underlying celestial motions and phenomenon. Students enrolled in this course will conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, the reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky using a state of the art observatory, work collaboratively, and develop critical-thinking skills. **Night observations required.** |
| **ANATOMY & PHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This is a regular level course in the study of human Anatomy and Physiology. Using a basic text, students will study all major body systems. This inquiry-oriented course is designed for the student who is considering a career in the biological, medical, or health-related fields, but has no previous knowledge of medical terminology with an overview of body systems. Students will spend extensive time dissecting specimens including rats, sheep brains, pig hearts, and cats. |
| **HONORS ANATOMY & PHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This is an Honors level course in the study of human anatomy and physiology. Using a college text, students will study all major body systems. This inquiry-oriented course is designed for the student who is considering a career in the biological, medical, or health-related fields. Students will spend extensive time dissecting specimens including rats, sheep brains, pig hearts, and cats. |
| **HONORS PATHOPHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Anatomy & Physiology | Pathophysiology is a year-long class where we learn about disease and how it affects each system in the human body. We learn through real-world case studies and collaborate in order to diagnose complex cases. You will learn in a classroom and science lab in order to give you hands-on, engaging, and rigorous material.<br><br>Certifications: Certified Clinical Medical Assistant |

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## HIGH SCHOOL CARROLL MEDICAL ACADEMY

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| **HONORS MEDICAL TERMINOLOGY**<br>(Science)<br>Grade Level: 9<br>Credits: 1<br>Semesters: 2 | This course will focus on the language of current health technology. This course will help to lay a strong foundation for further classes in the Carroll Medical Academy. Language, diagnosis, medical procedures, and diseases are emphasized. |
| **HONORS ANATOMY & PHYSIOLOGY**<br>(Science)<br>Grade Level: 10<br>Credits: 1<br>Semesters: 2 | This is an Honors level course in the study of human anatomy and physiology. Using a college text, students will study all major body systems. This inquiry-oriented course is designed for the student who is considering a career in the biological, medical, or health-related fields. Students will spend extensive time dissecting specimens including rats, sheep brains, pig hearts, and cats. |
| **HONORS BIOTECHNOLOGY I**<br>(Science)<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2 | Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. During the spring semester, this course will place CMA students into a variety of clinical settings within the community. Students should accumulate 40 internship hours during the Spring Semester.<br><br>Class time will be provided to accumulate some of the required hours. Hours of service will be flexible, per the mentor's schedule. As part of this course evaluation, mentors will submit student performance evaluations. Students who enroll in this course must provide their own transportation to the medical facilities.<br><br>Certifications: Pharmacy Technician |
| **AP BIOLOGY**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course is taught on a level comparable to that of a college course and is designed to prepare students to take the Biology AP exam. Topics such as biochemistry, molecules, cells, heredity, evolution, organisms and populations are covered with an evolutionary theme running throughout the topics. AP Biology provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with this rapidly changing field of science. Students will be required to participate in AP lab activities outside of the school day. Although there is not a prerequisite for students to have taken a Biology course prior to taking AP Biology, students that do take a Biology course are more prepared for this level of content. |
| **AP PHYSICS I**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:<br>Geometry and completed or concurrently taking Algebra 2 | AP Physics I is designed to be taken as a first year physics course by students who have good math and problem solving abilities and desire challenges above physics course. AP Physics I requires trig-based vector addition; therefore, completion of PreCalculus or concurrent enrollment in PreCalculus is required. AP Physics I is comparable to a college-level, first semester, non-Calculus based Physics course and will prepare students for the AP Physics I exam. Topics covered include Newtonian mechanics, mechanical waves, and simple circuits. After successful completion of AP Physics I, students may take either Physics II AP or Physics C AP: Mechanics and Electricity & Magnetism. |

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## HIGH SCHOOL SOCIAL STUDIES

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| **WORLD GEOGRAPHY STUDIES**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course is designed to help students increase their understanding and awareness of the modern world by examining relationships between people and their physical environment. The first major unit focuses upon topics such as the earth's physical factors, population and settlement patterns, cultural concepts, economic and political systems as well as historical factors. In the subsequent units, students study these factors as they apply to the world's major cultural regions and the relationship between national culture and national prosperity. |
| **ADVANCED WORLD GEOGRAPHY STUDIES**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course is designed to help students understand the interaction of peoples and cultures with their physical environment in major areas of the world. Physical, cultural, economic, historical, and political aspects of geography are studied. Application of geographical concepts in independent and cooperative settings enables students to utilize higher-order thinking skills to analyze, synthesize, and develop possible responses to geographical challenges. The workload is more extensive and faster-paced with a higher level of difficulty |
| **WORLD GEOGRAPHY A**<br>Grade: 9<br>Credits: 1<br>Semesters: 2 | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development.<br><br>Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. |
| **AP HUMAN GEOGRAPHY**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. A significant outcome of the course is the students' awareness of the relevance of geography to everyday life and decision making. Students should be able to read college-level texts. It is expected that students will take the AP Human Geography Exam in the spring. This course does fulfill the graduation requirement for World Geography. This course may not be taken for an elective credit if the student has already earned credit for World Geography Studies. |
| **WORLD HISTORY STUDIES**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This is a course examining the history of world civilization from the ancient river civilizations to the present. Students study the geographic, political, social, economic, and cultural aspects of representative civilizations, events, and historical periods to discover themes, patterns and processes of historical development. Using a variety of learning strategies, students learn to compare, analyze, and evaluate ways of life and cultural patterns to identify diversity, commonality, and global interactions of humankind's development through time. |
| **AP WORLD HISTORY: MODERN STUDIES**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | This course encourages students to develop thinking skills used by historians to create deeper conceptual understandings of critical developments in world history from 1200 CE to the present. This course highlights the nature of changes in international frameworks and their causes and consequences as well as comparisons among major societies. These concepts and skills are utilized to support learning objectives grouped into six themes (1. interaction between humans and the environment, 2. development and interaction of cultures, 3. state building, expansion, and conflict, 4. creation, expansion, and interaction of economic systems, 5. development and transformation of social structures, and 6. technological innovation that shapes human development) typically included in college-level world history courses. The course is designed specifically to meet the objectives laid out in the AP World History: Modern Course and Exam Description and thus prepare students for the AP exam in World History: Modern that will allow them to acquire college credit for this course. Because of the reliance on a broad range of primary and secondary source materials, students MUST be fluid writers, analytical readers, and independent thinkers with highly-developed organization skills. |
| **AP EUROPEAN HISTORY**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | This course focuses on developing students' ability to think conceptually about European history from approximately 1450 to the present and to apply historical thinking skills as they learn about the past. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Five themes, of equal importance, provide areas of historical inquiry for |

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| | investigation throughout the course. Students will reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This knowledge provides context for understanding the development of contemporary institutions, the role of continuity and change in present-day society, politics and business, as well as the evolution of current forms of artistic expression and intellectual discourse. |
| **WORLD HISTORY A**<br>Grade: 10<br>Credits: 1<br>Semesters: 2 | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. This course meets the individual learning requirements of students. |
| **PERSONAL FINANCIAL LITERACY**<br>Grade Level: 10-12<br>Credits: ½<br>Semesters: 1 | 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. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education training. **This course does NOT satisfy TEA's graduation requirement for Economics.** |
| **UNITED STATES HISTORY STUDIES**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This survey course covers significant people, issues, and events from the Reconstruction Period to the present, emphasizing present-day issues that have their roots in the past. It is an inquiry into the social, political, cultural, and economic development of the United States during this period, including an emphasis on development and changes in United States foreign policy. |
| **AP UNITED STATES HISTORY STUDIES**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical development in different times and places. AP U.S. History is designed to make connections among historical developments in different times and places and is designed to be the equivalent of a two semester introductory college or university U.S. history course. |
| **U.S. HISTORY A**<br>Grade: 11<br>Credits: 1<br>Semesters: 2 | This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students. |
| **ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | Economics is designed to help students develop a basic understanding of fundamental economic concepts and features of the free enterprise system. The course emphasizes the interdependent nature of economic, political and business systems as they affect individuals and society. This course meets the required economics credit requirement for graduation. |
| **PERSONAL FINANCIAL LITERACY AND ECONOMICS**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | 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. This course meets the required economics credit |

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| | requirement for graduation. |
| **AP MACROECONOMICS**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | This course provides an in-depth study of fundamental economic concepts and features of the free enterprise system simulation. Factors in the marketplace and the relationship of government to economics both nationally and internationally are explored. Expanded opportunities challenge critical thinking and problem solving skills of the students. Additionally, students will experience college-level materials to enable them to successfully pass the AP exam for college credit. This course meets the required economics credit requirement for graduation. |
| **AP MICROECONOMICS**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1<br>**Recommended**: AP Macro prior to taking AP Micro | This course provides an in-depth study of principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Additionally, students will experience college-level materials to enable them to successfully pass the AP exam for college credit. This course meets the required economics credit requirement for graduation. |
| **GOVERNMENT**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | Government is a study of the American Constitution and the levels of our governmental system - federal, state, and local. Special emphasis is placed on current events as related to the legislative, executive, and judicial structures and functions of the United States system of government. |
| **AP U.S. GOVERNMENT**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | This course provides understanding of the effects of political theories on the development of American political behaviors and institutions. Topics include the structures and functions of government, political processes, and the role of the citizen at local, state, and national levels. Independent research, college-level reading materials, classroom discussion, and extensive writing assignments provide challenges for critical thinking and expression to allow students to successfully complete the AP exam for college credit. |
| **AP Comparative Government**<br>Grade Level: 11 & 12<br>Credits: ½<br>Semesters: 1 | AP Comparative Government is a semester-long elective course open to 11th and 12th grade students. It is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Students who are interested in international relations, political science, and international law are encouraged to take this course. |
| **DUAL CREDIT US GOVERNMENT**<br>(GOVT 2305)<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | Refer to Dual Credit Info. |
| **DUAL CREDIT MACROECONOMICS**<br>(ECON 2301)<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | Refer to Dual Credit Info. |

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| **GOVERNMENT/ ECONOMICS A**<br>Grade: 12<br>Credits: ½<br>Semesters: 1 | Government and Economics Alternate courses will enable the student to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.<br><br>History studies will provide a survey of the history and development of our world's area and cultures with emphasis on social, cultural, economic, and political development of the United States of America. |
| **AP AMERICAN STUDIES**<br>Grade: 11<br>Credits: 2*<br>Semesters: 2<br><br>Students are admitted into the American Studies program, through application which entails teacher recommendations, interviews, and transcripts. | American Studies is a double-blocked interdisciplinary Humanities course combining AP U.S. History and AP Language and Composition. The course covers the official College Board curriculum of both courses, but the nature of the course allows the instructor and students to go into more depth than the stand-alone version of both these courses. The course is also different from the stand-alone courses in that it is student-centered and discussion-based. Successful students in American Studies are ones that do the course readings and come to class prepared to actively engage with the content. The course may be supplemented with field trips and other opportunities to experience the content first-hand. Students in this class should be passionate about both English and History and be comfortable deviating from highly-structured, lecture-only formats. Students must apply to be admitted into the American Studies program.<br><br>***Students earn AP U.S. History and AP Language and Composition credit.** |
| **PLANNING AND GOVERNANCE**<br>(Elective)<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | Students in this class will demonstrate professional standards and employability skills as required by business and industry. They will effectively work with others using oral and written skills, collaborate through teamwork, demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace, have a positive, productive work ethic by performing assigned tasks as directed, show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations, and demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. |
| **CRIMINAL LAW**<br>(Elective)<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | This course will focus on a comprehensive study of the 4th, 5th, 6th, and 8th Amendments as well as the current Juvenile Justice system. Students will study the Texas Penal Code and analyze the sentencing guidelines and procedures for both adults and juveniles. Legal research and Mock Courts will be an integral part of the course. Higher order thinking skills will enable students to analyze relationships between state and federal laws and their impact on present-day crime rates and statistics. Students may elect a teen court practicum as part of the course. |
| **CRIMINAL INVESTIGATION AND PROCEDURES**<br>(Elective)<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | This course will focus on the proper procedures for collecting and processing evidence at a crime scene. Students will recognize and defend legal challenges to introduction of evidence in criminal proceedings. Higher order thinking skills will be used as students conduct mock evidentiary hearings on admitting evidence into a trial. Students may elect a teen court practicum as part of the course. |
| **PSYCHOLOGY**<br>(Elective)<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | This course is an introduction to psychology. It is designed to help students develop an understanding of the fundamental principles of psychology. Emphasis will be on human growth, development, and behavior as well as development of the individual. |
| **AP PSYCHOLOGY**<br>(Elective)<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | Students will develop and demonstrate understanding of the system and scientific study of the behavior and mental processes of human beings and other animals. As outlined in the College Board description of AP courses, students in this course will explore "psychological facts, principles, and phenomena associated with psychology as well as the "ethics and methods psychologists use in their science and practice." Strong reading and writing skills as well as strong analytical and problem solving skills are necessary for success in this course. To receive AP credit for the first semester, students need to remain in the course for both semesters |

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| **DUAL CREDIT SOCIOLOGY**<br>(SOCI 1301)<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1 | Refer to Dual Credit Info. |

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## HIGH SCHOOL LANGUAGES OTHER THAN ENGLISH

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| **AMERICAN SIGN LANGUAGE I**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course will teach students basic skills in American Sign Language. Students will learn expressive and receptive signing, interactive communication, and awareness of the deaf culture. Students will learn operational concepts of language and will gain an understanding of the process of learning a second language. (*Contact the university or college you plan to attend to determine world language requirements*.) |
| **AMERICAN SIGN LANGUAGE I A**<br>Grade: 9-12<br>Credits: 1<br>Semesters: 2 | This course is designed to incorporate expressive and receptive functional communication skills. The course incorporates a highly qualified teacher collaborating with a teacher who instructs students in a specialized setting. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions. |
| **AMERICAN SIGN LANGUAGE II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: ASL I | American Sign Language (ASL) II builds on the knowledge and skills learned in ASL I, focusing on increasing speed, fluency, vocabulary, receptive skills, and expressive skills. An emphasis will be placed on interpersonal communication, grammatical development and cross-cultural adjustment skills. |
| **AMERICAN SIGN LANGUAGE III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: ASL II | American Sign Language (ASL) III builds on the knowledge and skills learned in ASL II, focusing on increasing speed, fluency, vocabulary, receptive skills, and expressive skills. An emphasis will be placed in interpersonal communication, grammatical development and cross-cultural adjustment skills. Students are expected to demonstrate an awareness of ASL grammar, and vocabulary as well as interpret and demonstrate understanding of simple signed communication such as instructions, announcements, reports, conversations, and basic narration. |
| **AMERICAN SIGN LANGUAGE II-III A**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: ASL I | American Sign Language (ASL) II builds on the knowledge and skills learned in ASL I, focusing on increasing speed, fluency, vocabulary, receptive skills, and expressive skills. An emphasis will be placed on interpersonal communication, grammatical development and cross-cultural adjustment skills. |
| **AMERICAN SIGN LANGUAGE IV**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: ASL III | American Sign Language (ASL) IV builds on the knowledge and skills learned in ASL III, focusing on increasing speed, fluency, vocabulary, receptive skills, and expressive skills. An emphasis will be placed in interpersonal communication, grammatical development and cross-cultural adjustment skills. Students are expected to demonstrate an awareness of ASL grammar, and vocabulary as well as interpret and demonstrate understanding of simple signed communication such as instructions, announcements, reports, conversations, and basic narration. |
| **FRENCH I**<br>Grade Level: 9 – 12<br>Credits: 1<br>Semesters: 2 | French I introduces basic vocabulary in units of relevance and interest to the student. Vocabulary and grammatical constructions are presented contextually while depicting cultural authenticity. Oral, reading, and written activities are balanced and address higher-level thinking skills. |

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| **FRENCH II**<br>Grade Level: 10 - 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: French I | French II is a continuation of the language skills development initiated in French I with vocabulary and grammatical structure expansion. Oral and written communication proficiency is emphasized in free-response, situational activities. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. |
| **ADVANCED FRENCH II**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: French I | The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary, so students may communicate at a more complex level. This course is designed for students who plan to continue their language study and/or prepare for the CLEP, SAT-II, or the AP exam. It is required that students take Advanced French II in order to continue with Advanced French III in the third year. |
| **FRENCH III**<br>Grade Level: 11 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: French I and French II | French III emphasizes communication in real-life situations through the three modes of communication: interpersonal (speaking writing), interpretive (listening & reading) and presentational (speaking & writing). This course includes vocabulary usage, language control, communication strategies, cultural awareness, and a review of grammar. Topics include relationships, life stages, future plans, professions, environment, health, French History, what is important in life, and how perspectives change with age. |
| **ADVANCED FRENCH III**<br>Grade Level: 11 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: French I and Advanced French II | Advanced French III emphasizes communication in real- life situations through the Three Modes of Communication: Interpersonal (speaking & writing), Interpretive (listening & reading), and Presentational (speaking & writing). This course includes vocabulary usage, language control, communication strategies, cultural awareness, and a review of grammar. Topics include relationships, life stages, future plans, professions, environment, health, French history, what is important in life, and how perspectives change with age. Students must take Advanced French III to continue with AP French Language and Culture in the fourth year. |
| **FRENCH IV**<br>Grade level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: French III | This technology-driven, cooperative learning, project-based course includes the study of visual arts, architecture, performing arts, music, literature, holidays, sports, leisure, travel, fashion, food, French regions and the Francophone world. Through the use of authentic materials, students will strengthen listening, reading, speaking, and writing skills. |
| **AP FRENCH LANGUAGE**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Advanced French III | AP French Language is a course that emphasizes communication in real-life situations (understanding and being understood by others) through the three modes of communication: interpersonal (speaking & writing), interpretive (listening, reading, listening and reading combined), and presentational (speaking & writing). This course also includes vocabulary usage, language control, communication strategies, cultural awareness, and a review of grammar. All of the AP French Language global themes will be addressed through the use of various authentic materials in order to help students prepare for the AP French *Language & Culture Exam* in May. |
| **LATIN I**<br>Grade Level: 9 – 12<br>Credits: 1<br>Semesters: 2 | Latin I is designed to enable the student to acquire proficiency in comprehending basic grammatical structure of the Latin language, thus enhancing knowledge of English grammar. Simple reading material incorporates oral reading skills, as well as basic translation techniques. Students' working vocabulary in English is increased through derivative practice. History and culture are an integral part of the course in reference to its impact upon our modern civilization. The course is challenging and interdisciplinary in scope. |
| **LATIN II**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Latin I | Latin II completes the study of basic vocabulary and grammatical skills begun in Latin I. The course continues its study of the culture and history of the Romans. |

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| **ADVANCED LATIN II**<br>Grade Level: 10 – 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Latin I | The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so students may communicate at a more complex level. This course is designed for students who plan to continue their language study and /or prepare for the CLEP, SAT II or the AP exam. |
| **LATIN III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Latin II | The course focuses on a review of concepts learned in Latin I and II and expands upon them. Students will continue to expand their knowledge of the culture and history of the Roman Empire. Students will read, translate, and interpret adapted and original Latin literature. |
| **ADVANCED LATIN III**<br>Grade Level: 11 - 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Latin I and Latin II | This course emphasizes more difficult aspects of grammar with an expansion of vocabulary. The study of Latin prose and poetry will be integrated with related topics of culture and history. Students will read, translate and interpret primary sources from a variety of ancient Roman authors. This course is designed for students who plan to prepare for the CLEP, SAT II, or the AP exam, or additional language study. |
| **AP LATIN IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Adv Latin III | The students read, translate, understand, analyze and interpret specific lines of Virgil's Aeneid. The student will gain an understanding of the cultural, social, and political context of the Aeneid. A review of all grammar, syntax and poetic devices will prepare the student for the Latin SAT II, CLEP, and AP Vergil. |
| **MANDARIN CHINESE I**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Mandarin Chinese I will provide students with an introduction to all aspects of the Chinese language. Using the state's curriculum guidelines for Languages other than English and a curriculum framework developed by the district, this course will incorporate all aspects of learning a language. |
| **MANDARIN CHINESE II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Mandarin Chinese I | Mandarin Chinese II continues building oral and written proficiency skills using meaningful vocabulary and an extensive study of grammar. Cultural activities are used for proficiency practice and knowledge extension of the Chinese world and its background. |
| **ADVANCED MANDARIN CHINESE II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Mandarin Chinese I | Mandarin Chinese II continues building oral and written proficiency skills using meaningful vocabulary and an extensive study of grammar. Cultural activities are used for proficiency practice and knowledge extension of the Chinese world and its background. The content of this course will be accelerated and expanded to include an extensive study of grammar and more advanced vocabulary, so students may communicate at a more complex level. This course is designed for students who plan to continue their language study. It is required that students take Advanced Mandarin Chinese II in order to continue with Mandarin Chinese III Advanced in the third year. |

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| **MANDARIN CHINESE III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Mandarin Chinese II | Mandarin Chinese III focuses on the student recognizing and performing fundamental grammar applications of the language with a strong emphasis on basic communicative skills (reading, writing, listening, and speaking). Throughout the course, students work with readings, videos, discussions and lab activities in order to achieve these goals. Students will review the grammar concepts presented in the first two years of study and are expected to apply those concepts in conversation and writing as well as learn several new concepts. Reading selections provide students an opportunity to expand their cultural knowledge as well as continue their language study and/or prepare for the SAT II or AP exam. Students will be expected to speak Mandarin Chinese on a daily basis as a part of the curriculum. Students must take Advanced Mandarin Chinese III in order to continue with Advanced Mandarin Chinese IV. |
| **ADVANCED MANDARIN CHINESE III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**:<br>Mandarin Chinese II | The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary, so students may communicate at a more complex level. Students continue to improve reading, writing, listening and speaking skills while learning about Chinese culture. This course is designed for students who plan to continue their language study and/or prepare for the SAT II or AP exam. Students will be expected to speak Mandarin Chinese on a daily basis as a part of the curriculum. Students must take Mandarin Chinese III Advanced in order to continue with AP Mandarin Chinese IV. |
| **AP MANDARIN CHINESE IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Adv Mandarin Chinese III | AP Mandarin Chinese IV is designed for students who demonstrate advanced aptitude and interest in acquiring written and oral proficiency in Mandarin Chinese. The course provides students with the opportunity to engage in communicative tasks on topics related to personal experiences, social issues, cultural events, Chinese customs, etc. More complicated sentence structures, vocabularies, and idioms will be introduced to help students prepare for the SAT Subject Tests and AP exams. |
| **SPANISH I**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2 | Spanish I presents meaningful, basic vocabulary and grammar while building proficiency in the four basic skills of reading, writing, listening and speaking. Gaining knowledge of the Hispanic world through cultural activities, lessons and/or units is an important part of the curriculum. Special cultural units further this understanding as well as students' knowledge of the Hispanic world. |
| **SPANISH II**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Spanish I | Spanish II continues building oral and written proficiency skills using meaningful vocabulary and an extensive study of grammar. Cultural activities are used for proficiency practice and knowledge extension of the Hispanic world and its background. |
| **ADVANCED SPANISH II**<br>Grade Level: 9 – 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Spanish I | The content of this course will be accelerated and expanded to include an extensive study of grammar and more advanced vocabulary, so students may communicate at a more complex level. This course is designed for students who plan to continue their language study. It is required that students take Spanish II Advanced in order to continue with Spanish III Advanced in the third year. |
| **SPANISH III**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Spanish II | Spanish III focuses on the student recognizing and performing fundamental grammar applications of the language with a strong emphasis on basic communicative skills (reading, writing, listening, and speaking). Throughout the course, students work with readings, videos, discussions and lab activities in order to achieve these goals. Students will review the grammar concepts presented in the first two years of study and are expected to apply those concepts in conversation and writing as well as learn several new concepts. Students who take Spanish III will be able to continue with Spanish IV but will NOT be able to continue with Spanish Language AP. |

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| **ADVANCED SPANISH III**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Spanish II | The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so that students may communicate at a higher, more complex level. This course is designed for those students planning to continue their language study and/or prepare for the AP exam. Students will be expected to speak Spanish on a daily basis as a part of the curriculum. Students must take Advanced Spanish III in order to continue with Spanish Language AP. |
| **SPANISH IV**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Spanish III,<br>**-** Advanced Spanish III | This course is designed to develop communications skills in Spanish. Through the use of authentic materials, students will be strengthening vocabulary, aural skills, and oral skills. Students will be given the opportunity to use modern technology (computer programs, World-Wide Web, lab equipment, etc.) as well as current events (newspapers, T.V., radio, etc.) to make the learning experience more personal, natural, and authentic. |
| **AP SPANISH LANGUAGE**<br>Grade Level: 11 – 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Advanced Spanish III | AP Spanish Language and Culture is a course that emphasizes communication in real-life situations (understanding and being understood by others) through the Three Modes of Communication: Interpersonal (speaking & writing), Interpretive (listening, reading, listening and reading combined), and Presentational (speaking & writing). This course also includes vocabulary usage, language control, communication strategies, cultural awareness, and a review of grammar. All of the AP Spanish Language and Culture global themes will be addressed through the use of various authentic materials in order to help students prepare for the AP Spanish Language and Culture Exam in May. |
| **AP SPANISH LITERATURE**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: AP Spanish Language | The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). The course will also help students prepare for the AP Literature and Culture Exam in May. |
| **AP COMPUTER SCIENCE A (LOTE)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: Computer Science Principles AP or Teacher approval (basic knowledge of English and Algebra I is assumed). | Students may also meet the LOTE requirement by earning two credits in computer programming languages selected from Computer Science I, II, and III, AP Computer Science A, AP Computer Science Principles, IB Computer Science Standard Level, and IB Computer Science Higher Level.<br><br>**This may or may not satisfy college requirements for world language. Please refer to your student's counselor for more information.* |

# Carroll ISD
# Academic Planning Guide/Grading Guidelines
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## HIGH SCHOOL FINE ARTS: ART

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| **ART I**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2 | Art I is an introductory course and a prerequisite for all other upper level Art courses. In this class, students explore 2-Dimensional and 3-Dimensional design using the elements of art and principles of design. Students will demonstrate an effective use of different art media and tools in design, drawing, painting, photography, digital media, printmaking and sculpture. An introduction to Art History, aesthetics, and art criticism are covered. Art I is a hands-on studio based course which requires consistent attendance, participation and artistic creation during class. Grades are based on effort and meeting project criteria standards.<br>**Supply Fee: $45** |
| **ART I ADVANCED**<br>Grade Level: 9-10<br>Credits: 1<br>Semesters: 2 | Art I Advanced is an advanced introductory course and a prerequisite for all other upper level Art courses. This class is designed for students who are self motivated and proficient in 2D or 3D art, and are interested in pursuing a career in the visual arts. The foundations of drawing, painting, printmaking, graphic design, photography and 3-Dimensional design are covered using a variety of media. Students are expected to investigate methods, research artists, work on projects outside of class, keep a sketchbook and be committed to investigate art history as it applies to contemporary art. Personal portfolios are created for student documentation each year. Students are expected to participate in Art Club, participate in VASE competition, attend museum and gallery shows both locally and in the Metroplex and participate in art contests throughout the year.<br>**Supply Fee: $45** |
| **PRINCIPLES OF FLORAL DESIGN**<br>Grade Level: 9 – 12<br>Credits: 1<br>Semesters: 2 | This is a course designed to prepare students to design and arrange floral materials for special occasions and for use and placement in interior locations. Topics include identification and classification, fresh flowers, foliage care and handling, and design principles. The course will also discuss related information about tropical foliage and blooming plan identification, cultural requirements and tasks for maintaining healthy interior plants. This class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands-on activities to involve the students in techniques required in the floral industry.<br>**Supply Fee: $50 (purchase of florals and supplies for labs)** |
| **DRAWING II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I | Building on drawing skills from Art I, Drawing II is a technique course covering perspective, landscapes, portraits, self-portraits and abstractions from sketchbooks, still life and models. Students will experiment with a variety of papers and grounds. Pencils, charcoal, pastels, ink, markers and electronic media are used. Art historical periods are researched. Students interpret and critique personal work and artwork of their peers. Personal portfolio created.<br>**Supply Fee: $45 (consumable supplies)** |
| **PRINTMAKING II**<br>Grade Level: 10, 11, 12<br>Credits: 1<br>Semesters: 2<br>**Prerequisites**: Art I | Building on skills from Art I, Printmaking II is a technical course covering linoleum, wood block, collagraph and engraving methods of print production. Imagery content will include landscape, portrait, still-life and abstractions of each. Student experimentation with the materials and processes will be encouraged. Personal portfolios will be created.<br>**Student Fee: $45 (consumable supplies)** |
| **ADVANCED DRAWING II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: e-Portfolio of student work | Building on drawing skills from Art I, Drawing II is an upper level art course recommended for students pursuing a career in the visual arts. Course work follows College Board outlines for Advanced Placement Studio Portfolios. Advanced drawing skills, color theory application, art history connections and critiques will be emphasized. Students will develop a "concentration" topic during the 2nd semester preparing them to take the AP Studio Art their junior year. Summer work assignments are due at the beginning of the school year. Students are expected to have a portfolio available of current work, both sketches and projects. Students are expected to attend Art Club, go to museum and gallery shows during the school year and write about their experiences, participate in VASE competitions and other art competitions.<br>**Supply Fee: $45 (consumable supplies)** |

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| **DRAWING III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I and Drawing II | Students create drawings using a variety of techniques and media. Space and form are emphasized through a range of value, placement, reflections, shadow and scale. Experimental techniques, materials and combinations, including wax resist, collage and printmaking are also used. Sources for artworks include physical, emotional, social and political environments as well as interpreting and reinventing subjects leading to thematic solutions. Each project finishes with a peer or teacher led critique. Finished pieces become part of a personal portfolio used for the AP Drawing portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $45 (consumable supplies)** |
| **PAINTING II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I | Building on skills from Art I, Painting II students create original paintings using a variety of techniques and materials. Color schemes are emphasized using watercolors, acrylics, oils pastels, and mixed media on paper, canvas panels, and canvas. Subjects include still life, models, perspective, landscapes, portraits, self-portraits and abstractions. Students develop their own interest and artistic themes by making multiple paintings with changes in format, technique, media or style. Art historical periods and artists are studied. Personal portfolios are created.<br>**Supply Fee: $65 (consumable supplies)** |
| **PAINTING III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I and Painting II | Students create original paintings using a variety of techniques and media. Students experiment with color and its emotional content. Treatment of subjects emphasizes space and form through a range of value, placement, reflections, shadow and scale. Watercolor, acrylics, oils, electronic media and mixed media are used. Sources for artworks include physical, emotional, social and political environments as well as interpreting and reinventing subjects leading to thematic solution. Each project finishes with a peer or teacher led critique. Finished pieces become part of a personal portfolio used for the AP Drawing and/or 2-D Design portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $65 (consumable supplies)** |
| **CERAMICS II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I | Building upon skills learned in Art I, students use basic methods of construction – pinch, coil, slab and the pottery wheel to explore and create original forms. Surface designs are created using various glazing and/or staining processes. Students analyze and compare contemporary, historical and cultural design while producing aesthetically pleasing and functional works.<br>**Supply Fee: $65 (consumable supplies)** |
| **CERAMICS III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I and Ceramics II | Students build upon the skills and design ideas learned in Ceramics II. They establish connections among similar and dissimilar things and synthesize by taking things apart and reassembling them in new ways. Design ideas come from nature, mechanical objects and other cultures. Basic construction methods are combined and other materials added to make functional and nonfunctional pieces. Students explore mixing their own glazes as well as carving and incising methods. Each project finished with a peer or teacher led critique. Finished pieces become part of a personal portfolio created to be used for the AP 3-D Design portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $65 (consumable supplies)** |
| **SCULPTURE II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I | Students practice techniques to make original realistic and non-objective sculptures using the additive and subtractive technique with paper, cardboard, wire, found objects, clay, plaster, wood or metals. Surface textures are created using paints, glazes, stains or patinas. Contemporary and other cultural examples of sculpture are reviewed and discussed. Design ideas come from nature, mechanical objects and other cultures.<br>**Supply Fee: $65 (consumable supplies)** |
| **SCULPTURE III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Art I, Sculpture II and teacher approval | Students build upon the skills and design ideas learned in Sculpture II. They establish connections among similar and dissimilar things and synthesize by taking things apart and reassembling them in new ways. Paper, cardboard, wire, found objects, clay, plaster**,** wood or metals are used. Design ideas come from nature, mechanical objects and other cultures. Each project finishes with a peer or teacher led critique. Finished pieces become part of a personal portfolio recorded digitally to be used for the AP 3-D design portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $65 (consumable supplies)** |

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| **PHOTOGRAPHY II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I | This is a survey course designed to teach photography as a medium for creative expression. Students will explore visual communication on a technical and creative level to include photo technology and graphic manipulation. Subjects of personal interest are developed into multiple ideas or themes with technical changes in lighting, point of view or technique. History of photography, techniques and famous artists are studied. Each student is responsible for providing his/her own digital camera. Personal portfolios are created.<br>**Supply Fee: $55 (consumable supplies, printing and portfolio)** |
| **DIGITAL ART & MEDIA II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I | Digital Art & Media is a level II Art course. This course focuses on the tools utilized by digital artists in a wide variety of creative careers including illustration, animation, graphic design, character design, film, and game design. Students work with digital graphics using the Adobe CC Suite & Illustrator Software. Digital 3D modeling and printing may also be introduced to build this skill set as well.<br>**Supply Fee: $55 (poster printing and ink, 3-D supplies)** |
| **DIGITAL ART & MEDIA III**<br>Grade Level: 11, 12<br>Credit: 1<br>Semesters: 2<br>**Prerequisites**: Art I and Digital Art & Media II | This course allows students the opportunity to continue their learning of Digital Arts and Media by providing access to current technology and resources that can be applied in a work or university setting. Students will continue a more in-depth study of digital graphics as well as Digital 3D modeling and printing.<br>**Supply Fee: $55 (poster printing and ink, 3-D supplies)** |
| **PHOTOGRAPHY III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I, Photography II + teacher approval | Photography III explores advanced digital imagery. Sources for photos include physical, emotional, social and political environments, as well as interpreting and reinventing subjects leading to thematic solutions. Finished pieces become part of a personal portfolio to be used for the AP 2-D Design portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $55 (consumable supplies, printing and portfolio)** |
| **FASHION DESIGN III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art 1, Level 2 Art Course | Fashion Design III will include the study of color theory; textiles/fibers, 2-dimensional and 3-dimensional design as applied to the fashion industry. Students will study the history of repeating trends of early stages that set the standards of fashion design, including the worldwide cultural views of accessories and fabrics. The students will be given an introduction to drawing the fashion figure, fabric rendering and fashion illustration techniques. Students will develop a fashion croquis and garment using various mediums and techniques to communicate fashion ideas, moods, and details.<br>**Supply Fee $35: + Students will purchase their own fabric** |
| **FASHION DESIGN IV**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I, Level 2 Art Course and Fashion Design III | Continued development of figure drawing, fashion illustration techniques, color theory, and 2-dimensional and 3-dimensional design as applied to the fashion industry. Students will develop their own style, patterns, fashion croquis, garments and accessories.<br>**Supply Fee: $35 + Students will purchase their own fabric** |
| **AP DRAWING PORTFOLIO**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I, any level II Art Course, and Teacher approval | The Drawing Portfolio is designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, would qualify as addressing drawing issues. Students are expected to participate in all applicable contests and shows.<br>**Supply Fee: $50 (consumable supplies, students will purchase individual supplies as necessary for their own work)** |
| **AP 2-DIMENSIONAL STUDIO DESIGN PORTFOLIO** | For the 2D Design Portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. Students are expected to participate in all applicable contests and shows. |

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| Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I, any level II Art Course, and Teacher approval | **Supply Fee: $50 (consumable supplies, students will purchase individual supplies as necessary for their own work)** |
| **AP 3-DIMENSIONAL STUDIO DESIGN PORTFOLIO**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Art I, any level II Art Course, and Teacher approval | The 3D Design Portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication Finished pieces become part of a personal portfolio recorded digitally to be used for the AP 3-D design portfolio, entrance to college art programs and scholarship competitions.<br>**Supply Fee: $50 (consumable supplies, students will purchase individual supplies as necessary for their own work)** |
| **AP ART HISTORY**<br>Grade Level: 10 - 12<br>Credits: 1<br>Semesters: 2 | AP Art History examines the contextual significance and the cultural traditions surrounding some of the world's most interesting artworks and spaces. Painting, sculpture, architecture and a variety of other media are each presented within the context of the time and culture as meaningful modes of global expression. Students can expect an enjoyable curriculum pacing, and class activities designed to help frame their future explorations as emerging artists and patrons. While the course load is ambitious in scope, sophomores, juniors and seniors have been able to be successful in the course and on the AP exam provided if they have a genuine interest in the content. While some projects require a hands-on approach with a little creativity and effort, you do not have to be "good at art" to enroll, or to enjoy all the course has to offer! Students taking the exam in May have the opportunity to earn up to (8) hours of college credit while they simultaneously enhance their academic resume for college admissions and scholarships. |

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## HIGH SCHOOL FINE ARTS: BAND

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| **BAND I-IV**<br>Grade Level: 9-12<br>Credits: 1<br>(½ P.E. and ½ Art)<br>Semesters: 2<br><br>**Prerequisite**: Audition | Students prepare individual and ensemble literature performed at TMEA, UIL, and other events. Marching band and concert band are both required components. Supplemental rehearsals and performances may include graded events outside of the school day.<br><br>**Note: Fees apply** |
| **PERCUSSION INSTRUMENTAL ENSEMBLE I-IV**<br>Grade Level: 9-12<br>Credits: 1<br>(½ P.E. and ½ Art)<br>Semesters: 2<br><br>**Prerequisite**: Audition | Students prepare individual and ensemble literature performed at TMEA, UIL, and other events. Marching band, concert band, and indoor percussion are all required components. Supplemental rehearsals and performances may include graded events outside the school day.<br><br>**Note: Fees apply** |
| **JAZZ BAND I-IV**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Teacher Approval/Audition, Concurrent Enrollment in Band | Students will study many styles of music, particularly jazz, as well as history, theory, and improvisation. The class stresses individual growth as a musician. Students will perform as a group at concerts and festivals and will have the opportunity to participate in individual competitions such as all-region, area, and state jazz bands. |
| **COLOR GUARD I-IV & WINTER GUARD I - IV**<br>Grade Level: 9-12<br>Credits: 1<br>(½ P.E. and ½ Art)<br>Semesters: 2<br><br>**Prerequisite**: Audition | Students prepare individual and ensemble skills and techniques performed at UIL and other events. Marching band and winter guard are both required components. Supplemental rehearsals and performances may include graded events outside the school day.<br><br>**Note: Fees apply** |
| **AP MUSIC THEORY**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Teacher Approval | Advanced Placement Music Theory will develop a student's ability to recognize, understand, create, and describe the basic materials and processes of music that are heard or presented in a score. AP Music Theory explores and expands upon the fundamentals of music and is designed for students with an advanced ability, background, and interest in music. Students will engage with music through singing, listening and writing using a number of different tools. |

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## HIGH SCHOOL FINE ARTS: CHOIR

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| **CHOIR I-IV**<br>**WOMEN'S CHOIR**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Bel Canto is an ensemble designed for young women that are new to choir and do not have training on the Curwen method of sight-reading. This ensemble will also learn about the physiology of the voice while developing proper vocal technique. Sight-reading and proper vocal production are emphasized to improve the level of musicianship. Choral literature from a variety of genres and styles is studied and performed. Students in each choir are required to perform at all scheduled concerts and extra rehearsals. Students may participate in individual competitions such as the Texas All-State process which begins in August and UIL Solo and Ensemble competition in February.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |
| **CHOIR I-IV**<br>**MEN'S CHOIR**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Men's Choir is an ensemble designed for young men. This ensemble will also learn about the physiology of the voice while developing proper vocal technique. Curwen sight-reading technique and proper vocal production are emphasized to improve the level of musicianship. Choral literature from a variety of genres and styles is studied and performed. Students in each choir are required to perform at all scheduled concerts and extra rehearsals. Students may participate in individual competitions such as the Texas All-State process which begins in August and UIL Solo and Ensemble competition in February.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |
| **VOCAL ENSEMBLE II-IV**<br>**BELLA VOCE**<br>**(AUDITIONED)**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisites**: Demonstrate advanced level of vocal development, sight reading and work ethic. Previous Enrollment in approved, year-long high school level choral ensemble. | Bella Voce-membership is by audition only and a student must have been enrolled in an approved, full year, high school level choral ensemble previous to audition. The members of this ensemble shall consist of female voices that are proficient in the Curwen method of sight-reading and have displayed a foundation of strong vocal development. This ensemble will learn advanced topics in the physiology of the voice and vocal technique. Advanced choral literature from a variety of genres and styles is studied and performed. Students are required to perform at all scheduled concerts and extra rehearsals. Students are strongly encouraged to participate in individual competitions such as the Texas All State process and UIL solo and ensemble competition.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |
| **CHOIR I-IV**<br>**CHORALE**<br>**(AUDITIONED)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Demonstrate advanced level of vocal development, sight-reading and work ethic. Previous enrollment in approved, year-long high school level choral ensemble. | Chorale membership is by audition only and a student must have been enrolled in an approved, full year, high school level choral ensemble previous to audition. The members of this ensemble shall consist of students demonstrating the highest level of vocal development, Curwen sight-reading methods, musicianship and work ethic. Choral literature from a variety of genres and styles is studied and performed. Students in choir are required to perform at all scheduled concerts and extra rehearsals. Students in this ensemble are encouraged to take voice lessons privately. Students may participate in individual competitions such as the Texas All-State process which begins in August and UIL Solo and Ensemble competition in February.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |
| **CHOIR I-IV**<br>**CANTORAS**<br>**(AUDITIONED)**<br>Grade Level: 9-12<br>Credit: 1 | Cantoras membership is by audition only. The members of this ensemble shall consist of female voices that are proficient in the Curwen method of sight-reading and have displayed a foundation of strong vocal development. This ensemble will continue to learn about the physiology of the voice and proper vocal technique. Sight-reading and proper vocal production are emphasized to improve the level of musicianship. Choral literature from a variety of genres and styles is studied and performed. Students in choir are required to perform at all scheduled concerts and extra rehearsals. Students may participate in individual competitions such as the Texas All-State process which |

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| Semesters: 2<br><br>**Prerequisite**: Demonstrate advanced level of vocal development, sight-reading and work ethic. | begins in August and UIL Solo and Ensemble competition in February.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |
| **VOCAL ENSEMBLE I-IV ENCORE (MIXED AUDITIONED)**<br><br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Audition and concurrent enrollment in Concert Choir. Dancing and sight-reading skills emphasized. | Encore membership is by audition only. Auditions will be held in May prior to the start of the following school year. Students are required to be concurrently registered in a concert choir for any period in which they are a member of a show choir. This ensemble will learn and perform a variety of literature for a number of different venues. Due to the difficulty of the literature, students must demonstrate proficient sight-reading abilities. Students will be required to dance and must be able to sing at the same time. Each member must be present at each performance and any additional rehearsal. Members agree to pay for their uniform.<br>**Supply Fee: $90 (uniform rental, shirt, and music fee)** |

## HIGH SCHOOL FINE ARTS: DANCE

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| **DANCE I-IV**<br>Grade Level: 9 -12<br>Credits: 1<br>Semesters: 2 | Dance is an introduction to dance vocabulary, skills, and techniques of dance as a fine arts form. Students are exposed to a variety of dances such as jazz, modern, ballet, and funk. |

## HIGH SCHOOL FINE ARTS: THEATER ARTS

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| **THEATER ARTS I**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This is an introductory performance course. It incorporates basic acting techniques, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles and dramatic themes, and a general appreciation for Theater. The student will learn basic movement, body control, vocal technique, and the development of character as it relates to differing periods and styles of drama. Students will be required to attend theatrical productions and write critiques. |
| **ADVANCED THEATER ARTS I***<br>Grade Level: 9-10<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Middle School Theater Director Approval | This is an introductory performance course specifically for students who have taken Theater at the middle school programs. It incorporates specific acting techniques, explores vocal and physical boundaries, and allows students to learn different methodologies in regard to character development. A higher level of analysis and research is required. This course takes the basic ideals of Theater arts and elevates them to an advanced level. Students will be required to attend up to four theatrical productions outside of class time.<br>**Supply Fee: $60 (scripts and consumable supplies)**<br>**NOTE: *This course does not receive additional GPA Weight** |
| **THEATER ARTS II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Theater | This course builds upon the foundation established in Theater Arts I. Students will develop advanced acting techniques and explore specialized forms of Theater). Students will also study and perform scenes from a variety of theatrical genres, including historical drama. Emphasis will be on performance, the analysis/evaluation of theatrical literature, and the development of vocal and physical techniques. Students will be required to attend up to four theatrical productions outside of class time. Students are encouraged to audition for and perform in Carroll Theater Productions. |

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| Arts I and Theater Director Approval | **Supply Fee: $25 (scripts and consumable supplies)** |
| **THEATER ARTS III-IV**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Theater Arts II and Theater Director Approval | This advanced course is designed for the serious Theater student. Students will study the great acting teachers, their philosophies and techniques. Students' studies will be applied in scene work, monologues, and short plays. Students will also be introduced to the fundamentals of directing and playwriting. Students are expected and required to audition for and perform in Carroll Theater Productions.<br>**Supply Fee: $25 (scripts and consumable supplies)** |
| **TECHNICAL THEATER I**<br>Grade Level: 9 -12<br>Credits: 1<br>Semesters: 2 | This is a hands-on course that provides students opportunities to explore all areas of technical Theater. Students will work with power tools, cutting tools, ladders, and stage equipment that will require a safety sign off by parents. Coursework will include stagecraft, drafting, scene design and construction, stage lighting, sound, properties and play analysis. The class incorporates play analysis, theory, and practical application.<br>**Supply Fee: $60 (equipment and consumable supplies)** |
| **TECHNICAL THEATER II**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Technical Theater I and Theater Director Approval | This hands-on course builds upon the skills and knowledge learned in Technical Theater I. Students will work with power tools, cutting tools, ladders, and stage equipment that will require a safety sign off by parents. Coursework will include stagecraft, drafting, scene design and construction, stage lighting, sound, properties and play analysis. Emphasis will be on advanced design techniques and application. Students will be required to read/analyze plays for technical considerations. Students may also be required to work as a crew member on Carroll Theater Department Production.<br>**Supply Fee: $60 (equipment and consumable supplies)** |
| **TECHNICAL THEATER III-IV**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Technical Theater I, II, and Theater Director Approval | This course builds upon the skills and knowledge learned in Technical Theater II. Students will work with power tools, cutting tools, ladders, and stage equipment that will require a safety sign off by parents. Coursework will include stagecraft, drafting, scene design and construction, stage lighting, sound, properties and play analysis. The class incorporates analysis, theory, and practical application. Emphasis will be on advanced design techniques and application. Students will be required to read/analyze plays for technical considerations. Students are expected and required to run crew for all Carroll Theater Productions, build sets and props for all productions, and participate in and enter the UIL Theater Design Competition.<br>**Supply Fee: $60 (equipment and consumable supplies)** |

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## HIGH SCHOOL CTE COURSES

**It is the policy of Carroll Independent School District 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. The Carroll Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.**

## CAREER AND TECHNICAL EDUCATION: AGRICULTURE, FOOD, AND NATURAL RESOURCES

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| **PRINCIPLES OF FLORAL DESIGN**<br>Grade Level: 9 – 12<br>Credits: 1<br>Semesters: 2 | This is a course designed to prepare students to design and arrange floral materials for special occasions and for use and placement in interior locations. Topics include identification and classification, fresh flowers, foliage care and handling, and design principles. The course will also discuss related information about tropical foliage and blooming plan identification, cultural requirements and tasks for maintaining healthy interior plants. This class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands-on activities to involve the students in techniques required in the floral industry.<br>**Supply Fee: $50 (purchase of florals and supplies for labs)** |
| **ADVANCED FLORAL DESIGN***<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Principles of Floral Design | Students build on the knowledge from the Principles of Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. This course will provide an emphasis on budgetary adherence and entrepreneurship which will equip students with many of the necessary skills for success in floral enterprises.<br>**Supply Fee: $50 (purchase of florals and supplies for labs)**<br>**NOTE: *This course does not receive additional GPA Weight** |
| **PRACTICUM IN FLORAL DESIGN I**<br>Grade Level: 10 – 12<br>Credits: 2<br>Semesters: 2<br>**Prerequisite**: Principles of Floral Design & Advanced Floral Design | Floral Design II is designed to give students supervised practical application of knowledge and skills learned in Floral Design I. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, mentorships, or laboratories.<br>**Supply Fee: $50 (purchase of florals and supplies for labs)** |
| **PRACTICUM IN FLORAL DESIGN II**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br>**Prerequisite**: Practicum I in Floral Design | Practicum II in Floral Design is a class designed to give students experience refining skills in shop management with many opportunities for leadership. Students will further develop design skills creating more challenging arrangements as well as planning large scale events. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, mentorships, or laboratories. Students will be expected to participate in events outside of the school day.<br>**Supply Fee: $50 (purchase of florals and supplies for labs)** |

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## CAREER AND TECHNICAL EDUCATION: ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

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| **PRINCIPLES OF ARTS, AV TECH, & COMMUNICATIONS**<br>Grade Level: 9-12<br>Credit: 1<br>Semesters: 2 | This course will introduce students to careers in the Arts, Audio/Video Technology and Communications career cluster. Students will develop an understanding of various career opportunities in this career cluster and the knowledge, skills, and educational requirements for those careers. This course is the foundational course within the Arts, Audio/Video Technology and Communications CTE pathway. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class. |
| **YEARBOOK - DRAGON MEDIA I (Graphic Design & Illustration I)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Yearbook is a highly technical class which works under a strict deadline schedule. Students enrolled in this course will be responsible for the entire yearbook, from the initial concept, page design and photography to final press production. Students will master page layout techniques, digital imaging, advertising and writing for publication. Students will meet after school occasionally to meet press deadlines. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **YEARBOOK - DRAGON MEDIA II (Graphic Design & Illustration II)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Yearbook -Dragon Media I & application process | Yearbook is a highly technical class which works under a strict deadline schedule. Students enrolled in this course will be responsible for the entire yearbook, from the initial concept, sales, and photography to final press production. Students will master page layout techniques, digital imaging, advertising and writing for publication. Students will meet after school occasionally to meet press deadlines. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **PRACTICUM IN GRAPHIC DESIGN & ILLUSTRATION I**<br>Grade Level: 10-12<br>Credits: 2<br>Semesters: 2<br><br>Prerequisite: Yearbook -Dragon Media II & application process | 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/Video 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. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **PRACTICUM IN GRAPHIC DESIGN & ILLUSTRATION II**<br>Grade Level: 11-12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisite:** Practicum in Graphic Design & Illustration I | Students will continue to be expected to utilize their graphic design skills to produce the student publications. The advanced course is for students that are interested in furthering their knowledge of visual communications industries. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **AUDIO/VIDEO PRODUCTION I - KDGN**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | This course is designed to introduce students to the operating principles and skills of broadcast journalism and audio/video production. With a focus on pre-production, production, and post-production activities, students learn how to produce a news broadcast. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |

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| **AUDIO/VIDEO PRODUCTION II - KDGN**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Audio/Video Production I & adviser recommendation/approval | Students will continue to participate in audio/video production focused on pre-production, production, and post-production activities. Students will continue to learn how to produce a news broadcast and student-produced features. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **PRACTICUM IN AV PRODUCTION I & II - KDGN**<br>Grade Level: 11-12<br>Credit: 2<br>Semesters: 2<br><br>**Prerequisites**: Audio/Video Production II & adviser recommendation/approval | 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 advanced technical knowledge and skills needed for success in the Arts, Audio Video Technology and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **AUDIO/VIDEO PRODUCTION I - SPORTS MEDIA & COMMUNICATION**<br>Grade Level: 10-12<br>Credit: 1<br>Semesters: 2 | This course will explore the Audio and Video production of the sports industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. AV students will also be encouraged to participate as studio crew for district productions outside of school hours. This course allows students the opportunity to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Supply Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **AUDIO/VIDEO PRODUCTION II - SPORTS MEDIA & COMMUNICATION**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: AUDIO/VIDEO PRODUCTION I - SPORTS MEDIA & COMMUNICATION and application | Students will continue to participate in audio/video production focused on pre-production, production, and post-production activities. Students will continue to learn how to produce a news broadcast and student-produced features. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. AV students will also be encouraged to participate as studio crew for district productions outside of school hours. This course allows students the opportunity to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Student Fee: $25 (flash drives, batteries, and bus field trip fee)** |
| **PRACTICUM IN AV/PRODUCTION I & II - SPORTS MEDIA & COMMUNICATION**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: AUDIO/VIDEO | Students will continue to participate in audio/video production focused on pre-production, production, and post-production activities. Students will continue to learn how to produce a news broadcast and student-produced features. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. AV students will also be encouraged to participate as studio crew for district productions outside of school hours. This course allows students the opportunity to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include |

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| PRODUCTION II - SPORTS MEDIA & COMMUNICATION and application | play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Student Fee: $25 (flash drives, batteries, and bus field trip fee)** |

## CAREER AND TECHNICAL EDUCATION: BUSINESS, MARKETING, AND FINANCE

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| **PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. |
| **BUSINESS LAW**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property. |
| **ACCOUNTING I**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Recommended**: Principles of Business, Marketing, and Finance | 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.<br><br>Certification: Intuit for Education - Quickbooks |
| **SPORTS AND ENTERTAINMENT MARKETING**<br>Grade Level: 9-12<br>Credits: ½<br>Semesters: 1 | This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class. |
| **VIRTUAL BUSINESS**<br>Grade Level: 10-12<br>Credits: ½<br>Semesters: 1<br><br>**Prerequisite**: Principles of Business, Marketing, and Finance | Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business. |
| **ENTREPRENEURSHIP I**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Principles of Business, Marketing and Finance | In this course students will learn the basics needed to plan and launch a business. Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? This course will provide you with the core skills you need to become successful. In this course you will study the characteristics of successful entrepreneurs. You will also learn about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk you through the steps of setting up a business, including developing a business plan, a mission and a vision, attracting investors, and marketing your company. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br>**Course Fee: $25** |

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| **HONORS ENTREPRENEURSHIP II**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: PBMF and Entrp I. | The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class.<br><br>**Certification: Entrepreneurship and Small Business** |
| **HONORS SECURITIES & INVESTMENTS**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**:<br>Recommended PBMF | In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry.<br><br>**Certifications: Securities Industries Essentials (SIE)** |
| **SOCIAL MEDIA MARKETING**<br>Grade Level: 10, 11, 12<br>Credits: ½<br>Semesters: 1 | Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class. |
| **PRACTICUM IN ENTREPRENEURSHIP**<br>Grade Level: 12<br>Credit: 2<br>Semesters: 2 | The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students participate in job shadowing experiences in the local community. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class. |
| **PRACTICUM IN BUSINESS MANAGEMENT**<br>Grade Level: 12<br>Credit: 2<br>Semesters: 2 | Practicum in Business Management is designed to give students opportunities to apply practical application of previously studied knowledge and skills. Students will be given the opportunity to practice personal and interpersonal skills in order to strengthen individual performance in their future workplaces, post-secondary education settings and communities. Students will apply technical skills to address business applications of emerging technologies. It is recommended that students participate in job shadowing experiences in the local community. In this class, students will be exposed to a variety of social media platforms; however, students are not required to maintain personal social media accounts in order to participate in the class. |
| **AP BUSINESS W/PERSONAL FINANCE**<br>Grade Level: 10-12<br>Credit: 1<br>Semesters: 2 | AP Business with Personal Finance introduces students to the knowledge and skills they'll need to grow their careers, manage money, and get a head start toward the most popular college major in the U.S. Developed in partnership with college faculty and industry leaders, the yearlong course offers students the opportunity to earn college credit and an employer-endorsed credential. |

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## CAREER AND TECHNICAL EDUCATION: HEALTH SCIENCE

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| **HONORS MEDICAL TERMINOLOGY**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course will focus on the language of current health technology. Language, diagnosis, medical procedures, and diseases are emphasized. |
| **PRINCIPLES OF HEALTH SCIENCE**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course is designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based experiences in the healthcare field.<br><br>**Fee: The CPR card will cost the student approximately $40.** |
| **HEALTH SCIENCE THEORY**<br>Grade Level: 11, 12<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisites**: Principles of Health Science, Biology, Med Term, Anatomy & Physiology | The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. |
| **PRACTICUM IN HEALTH SCIENCE**<br>Grades: 11, 12<br>Credit: 2<br>Semesters: 2<br><br>**Prerequisites**: Principles of Health Science, Medical Terminology, Anatomy & Physiology, Health Science Theory | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills within this career pathway. Practicum experiences occur in a variety of locations appropriate to the participating students' strengths and levels of experience. |
| **ANATOMY & PHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | This is a regular level course in the study of human Anatomy and Physiology. Using a basic text, students will study all major body systems. This inquiry-oriented course is designed for the student who is considering a career in the biological, medical, or health-related fields, but has no previous knowledge of medical terminology with an overview of body systems. Students will spend extensive time dissecting specimens including rats, sheep brains, pig hearts, and cats. |
| **HONORS ANATOMY & PHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Previous or concurrent enrollment in Medical Terminology or Sports Medicine is required | This is an Honors level course in the study of human anatomy and physiology. Using a college text, students will study all major body systems. This inquiry-oriented course is designed for the student who is considering a career in the biological, medical, or health-related fields. Students will spend extensive time dissecting specimens including rats, sheep brains, pig hearts, and cats. |
| **HONORS BIOTECHNOLOGY I**<br>(Science)<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2 | Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. During the spring semester, this course will place CMA students into a |

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| | variety of clinical settings within the community. Students should accumulate 40 internship hours during the Spring Semester.<br><br>Class time will be provided to accumulate some of the required hours. Hours of service will be flexible, per the mentor's schedule. As part of this course evaluation, mentors will submit student performance evaluations. Students who enroll in this course must provide their own transportation to the medical facilities.<br><br>**Certification: Pharmacy Technician** |
| **HONORS PATHOPHYSIOLOGY**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Anatomy & Physiology | Pathophysiology is a year-long class where we learn about disease and how it affects each system in the human body. We learn through real-world case studies and collaborate in order to diagnose complex cases. You will learn in a classroom and science lab in order to give you hands-on, engaging, and rigorous material.<br><br>**Certification: TBD** |

## CAREER AND TECHNICAL EDUCATION: HOSPITALITY & TOURISM

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| **INTRODUCTION TO CULINARY ARTS**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Introduction to Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. This course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide additional 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 laboratory-based course.<br><br>**Supply Fee: $50 (purchase of lab ingredients)**<br>**Certification: Food Handler License** |
| **CULINARY ARTS I**<br>Grade Level: 10, 11<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: Introduction to Culinary Arts | Culinary Arts I 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.<br><br>**Supply Fee: $50 (purchase of lab ingredients) AND Purchase of a chef's coat will be required.** |
| **ADVANCED CULINARY ARTS**<br>Grade Level: 11 & 12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: Introduction to Culinary Arts & Culinary Arts I | Advanced Culinary Arts extends content and enhances 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.<br>**NOTE: *This course does not receive additional GPA Weight**<br><br>**Supply Fee: $50 (purchase of lab ingredients) AND Purchase of a chef's coat will be required.** |
| **PRACTICUM IN CULINARY ARTS**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: Introduction to Culinary Art, Culinary Arts I, and Advanced 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 job shadow opportunities at an 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 culinary art based workplace.<br><br>**Supply Fee: $50 (purchase of lab ingredients) AND Purchase of a chef's coat will be required.** |

# Carroll ISD
# Academic Planning Guide/Grading Guidelines
# 2026 - 2027

## CAREER AND TECHNICAL EDUCATION: HUMAN SERVICES, AND EDUCATION & TRAINING

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| **PRINCIPLES OF HUMAN SERVICES**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Learn about life. Map out your future and start deciding what you want to do when you grow up. This comprehensive laboratory course enables students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. This introductory course provides practical information in the areas of self-discovery, relationships, consumer resource management, housing/interior design, child care and development, nutrition and food preparation, clothing selection and maintenance, and career preparation essential for becoming successful personally and in the workplace.<br><br>**Student Fee: $35** |
| **CHILD DEVELOPMENT**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisite**: Principles of Human Services and Teacher Approval | Do you like children? Are you interested in a career working with children? If you answered "yes", then this course is for you! This course focuses on the many areas of development of children from conception through childhood, including those children with special needs. Other topics include proper prenatal care, providing appropriate activities for children, as well as information on child care related careers. |
| **EDUCATION: INSTRUCTIONAL PRACTICES**<br>Grade Level: 11-12<br>Credits: 2<br>Semesters: 2<br>**Prerequisite**: Child Development and Teacher Approval | Instructional Practices is a field-based (practicum) internship 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 complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. |
| **PRACTICUM IN EDUCATION AND TRAINING**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br>**Prerequisite**: Education: Instructional Practices and Teacher Approval | Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescent education and exemplary educators in direct instructional roles with elementary, middle school and high school students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. |
| **DOLLARS AND SENSE**<br>Grade Level: 10, 11, 12<br>Credits: ½<br>Semesters: 1 | Dollars and Sense is a course regarding day-to-day financial activities. It will cover such topics as income, property income, the consumer life cycle, federal income taxes, payroll and payroll deductions, budgeting, using a checking account, renting and owning a home, buying or leasing a vehicle, food and clothing, vacations and leisure, savings, equity, borrowing, credit cards and your credit rating, insurance, and planning for retirement. All of these topics are ones you will face at some time in your life. |
| **LIFETIME NUTRITION AND WELLNESS**<br>Grade Level: 9-12<br>Credits: ½<br>Semesters: 1 | Learn how to plan and prepare healthy meals! Learn about nutrients and their sources (where you get them), benefits (what they do for you), and consequences (if you get too little). Learn about grass-fed beef, GMOs, gluten-free, organic, farm to table, pasture raised hens and more. Our cooking labs include two competitions, Cupcake Wars and a Chili Cook-off. Our kitchens are modeled after stainless commercial kitchens and are equipped with state of the art equipment. We watch documentaries on juicing, bottled water, sugar, fast food, and plant based diets. We discuss and research what is happening in the news and food related current events. Topics include how the food industry impacts our health, how we treat animals in the food industry and the impact the food industry has on the world and our planet. Guest chefs come to our classroom to help us develop culinary skills. We research supplements and discuss the impact on our wellness.<br>**Fee: $20** |

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| **GENERAL EMPLOYABILITY SKILLS A**<br>Grade Level: 9 -12<br>Credits: 1<br>Semesters: 2 | General Employability Skills is a course that provides students with knowledge of the prerequisite skills for general employment as well as a means of obtaining those skills. The course covers the knowledge, skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Students will also explore job possibilities that link their skills, abilities, interests, values, needs and work environment preferences. Coursework will be individualized to the students' needs and preferences relating to their post-secondary goal. |
| **CAREER PREPARATION I**<br>Grade Level: 11-12<br>Credits: 3<br>Semesters: 2<br><br>**Prerequisites**: At least 16 years old, Teacher approval, Own Transportation | Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Students will need to obtain employment through the entire school year. A minimum of 15 hours per week are required to be in good standing in the class. Jobs must be non-family owned businesses, non-self-run businesses, nor after school child care. Jobs should be at places of employment where students can document their hours as well as payroll documentation. |
| **CAREER PREPARATION II**<br>Grade Level: 11-12<br>Credits: 3<br>Semesters: 2<br><br>**Prerequisites**: At least 16 years old, Teacher approval, Own Transportation | Career Preparation II provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Students will need to obtain employment through the entire school year. A minimum of 15 hours per week are required to be in good standing in the class. Jobs must be non-family owned businesses, non-self-run businesses, nor after school child care. Jobs should be at places of employment where students can document their hours as well as payroll documentation. |
| **CAREER PREPARATION I-A**<br>Grade Level: 11-12<br>Credits: 2<br>Semesters: 2 | Career Preparation I-A develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation. No additional costs are expected for this course. |
| **CAREER PREPARATION II-A**<br>Grade Level: 11-12<br>Credits: 2<br>Semesters: 2 | Career Preparation II-A develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation. No additional costs are expected for this course. |
| **STUDENT TO INDUSTRY CONNECTION-A**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2 | The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for the workplace. Students will learn acceptable etiquette and professionalism for the work environment. The central focus of this course is to prepare students to be 21st-century career-ready through interaction with seasoned workplace mentors. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older. |

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| **PROBLEMS AND SOLUTIONS – CARROLL CAREER CONNECTIONS**<br>Grade Level: 12<br>Credits: ½<br>Semesters: 1<br><br>**Prerequisite**: Must meet minimum criteria on the course placement matrix | In this course, qualifying high school seniors will get hands-on career experience at two different work locations as unpaid interns. Students will be paired with adult professionals in the student's area of interest who will serve as role models and mentors. The professionals will commit to interacting with the students a minimum of twice a week. Each student will have two different internship placements – one each semester. As part of the course evaluation, mentors will submit student performance evaluations. Students will learn the fundamentals of resume writing, interviewing, business ethics, appropriate workplace communication, conduct, dress, and problem solving. The course will conclude with student presentations summarizing their internship experiences. Students who enroll in this course must provide their own transportation to the internship location. Grading for this course is pass/fail. |

## CAREER AND TECHNICAL EDUCATION: LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

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| **FORENSIC SCIENCE**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**:<br>Biology and Chemistry | This course is an introductory course in criminology. Students will apply the scientific principles learned previously to solving law-related problems. The course includes fingerprinting, serology, trace evidence, arson investigation, ballistics, document examination, and crime scene protocol. Lab activities and guest speakers provide first-hand information in crime-solving techniques. |
| **BUSINESS LAW**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property. |

## CAREER AND TECHNICAL EDUCATION: ENGINEERING AND MANUFACTURING

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| **POAE - PRINCIPLES OF APPLIED ENGINEERING (HONORS)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | In this **Project Lead the Way** (PLTW) course, students will dig deep into the engineering design process, creatively applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and will use an engineering notebook to document their work. |
| **EDP - ENGINEERING DESIGN AND PRESENTATION– (HONORS)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | In this PLTW course, students will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will develop functioning models. Additionally, students explore career opportunities in engineering, technology, and drafting and determine what is required to gain and maintain employment in these areas.<br><br>**Certifications: Engineering Technology Foundations** |
| **CEA - CIVIL ENGINEERING AND ARCHITECTURE (HONORS)**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisites**: POAE | In this PLTW course students will demonstrate knowledge and skills in the design and construction of residential and commercial building projects, design teams, communication methods, engineering standards and technical documentation. |

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| **HONORS AEROSPACE ENGINEERING**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: POAE | In this PLTW course, Students explore the physics of flight and space through software simulations and hands-on experiences. They bring concepts to life by designing and testing an airfoil, propulsion system, and a rocket. Students learn how these concepts apply to a career in aerospace engineering and other engineering fields.<br>**Student Fee: $50 (lab kits)** |
| **AVIATION GROUND SCHOOL**<br>off-site<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | This course allows students to be involved in an off-campus program that provides aviation training that exceeds that offered in the district. A cooperative arrangement between CISD and an approved off-campus sponsoring facility/provider is required for this course. The cost of the program is solely the students responsibility.<br><br>Aviation Ground School is designed to extend student interests in all aspects of aviation while preparing students to take the formal ground requisite exam for the Federal Aviation Administration (FAA) FAA Airman Knowledge Test which is required to obtain a private pilot's license. |
| **HONORS ROBOTICS I**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2 | In this project-based-learning class, students will participate on a team to research, design, and develop a robot to solve a challenge. Students will participate in Robotic Competitions, which will require some outside-of-school time commitment. Students will participate in both building and programming the team's robot. A successful team includes a wide variety of students willing to invest in planning, teamwork, application of academic skills (engineering, computer science, technical writing, and science), marketing, and leadership.<br>**Fee: $75 (parts for VEX / new kits)** |
| **HONORS ROBOTICS II**<br>Grade Level: 10 - 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisites**: Robotics I | In this project-based-learning class, students will participate on a team to research, design, and develop a robot to solve another challenge. Students will participate in Robotic Competitions, which will require some outside-of-school time commitment. Students participate in both building and programming the team's robot. A successful team includes a wide variety of students willing to invest in planning, teamwork, application of academic skills (engineering, computer science, technical writing, and science), marketing, and leadership.<br>**Fee: $75 (parts for VEX / new kits). Competition team fee outlined in the Competition Team Application.** |
| **HONORS ENGINEERING DESIGN & PROBLEM SOLVING (Robotics III)**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br>**Prerequisites**:<br>Robotics II | In this project-based-learning class, students will participate on a team to research, design, and develop a robot to solve another challenge. Students will participate in Robotic Competitions, which will require some outside-of-school time commitment. Students participate in both building and programming the team's robot. A successful team includes a wide variety of students willing to invest in planning, teamwork, application of academic skills (engineering, computer science, technical writing, and science), marketing, and leadership.<br>**Fee: $75 (parts for VEX / new kits). Competition team fee outlined in the Competition Team Application.** |
| **PRACTICUM IN ENGINEERING**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br><br>**Recommended**: Any Engineering Class | Practicum in Engineering is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as job shadowing, independent study, or, mentorships. To prepare for careers in engineering, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. |
| **PRACTICUM OF MANUFACTURING**<br>Grade Level: 12<br>Credits: 2<br>Semesters: 2<br>**Prerequisite**: Robotics III | Practicum of Manufacturing is a capstone experience for students participating in a coherent sequence of career and education courses in the Manufacturing Career Cluster. Students will be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.<br>**Fee: $75 (parts for VEX / new kits). Competition team fee outlined in the Competition Team Application.** |

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| **INTRODUCTION TO WELDING**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | Introduction to Welding will provide 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. This course 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.<br>**Supply Fee: $25 (metal and gas)** |
| **WELDING I**<br>Grade Level: 10, 11<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: Intro to Welding | Welding I builds on the knowledge and skills developed in Intro to Welding. Students will develop advanced welding concepts and skills as related to personal and career development. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings.<br>**Supply Fee: $25 (metal and gas)**<br><br>**Certifications: AWS D91.1 & D9.1** |
| **WELDING II**<br>Grade Level: 11 & 12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: Intro to Welding & Welding I | Welding II 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.<br>**Supply Fee: $50 (metal and gas)** |

## CAREER AND TECHNICAL EDUCATION: INFORMATION TECHNOLOGY

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| **AP COMPUTER SCIENCE PRINCIPLES**<br>Grade Level: 9 –12<br>Credits: 1<br>Semesters: 2 | AP Computer Science Principles introduces students to the big central ideas of Computer Science. CS Principles invites students to understand how computing changes the world. Students apply creative processes to develop two computational artifacts. They will build a solid understanding of computing and computational thinking that they can apply in further studies of Computer Science and provide a pathway for becoming a well-educated and informed citizen who understands how computer science affects people and society. CS Principles is comparable to a general introductory college computing course. Students will be prepared for the AP Computer Science Principles assessment including two performance tasks throughout the year and the AP exam in the spring. This course is required for AP Computer Science A. |
| **AP COMPUTER SCIENCE A**<br>Grade Level: 9-12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisites**: AP Computer Science Principles or Teacher approval. (Basic knowledge of English and Algebra I is assumed.) | AP Computer Science A follows the College Board AP Computer Science A curriculum. The class focuses on learning and applying programming concepts in Java with an emphasis on Object Oriented Programming (OOP) concepts. The course prepares students for the AP Computer Science A exam. It meets the state Board of Education requirements for a 4th math credit. Students in Computer Science I are eligible to join the Carroll Computer Science Team that represents Carroll in programming competitions throughout the state. This course is required for Honor Computer Programming II. |
| **HONORS COMPUTER PROGRAMMING II (Computer Science II)**<br>Grade Level: 11 –12<br>Credits: 1<br>Semesters: 2 | Computer Programming II builds on the topics learned in Computer Science A, including UIL Computer Science topics. It continues object-oriented concepts with an emphasis on data structures (including stacks, queues, linked lists, and binary trees) and topics such as algorithm analysis. Students will have the opportunity to earn industry certifications in Java. Students are encouraged to participate in programming competitions and are eligible to try out for the Dragon UIL Computer Science Team. |

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| **Prerequisite**: AP Computer Science A (with an exam grade of 3 or higher | |
| **HONORS COMPUTER SCIENCE III (Independent Study)**<br>Grade Level: 11 –12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Computer Science II or Teacher Approval | Students have the opportunity to design a project or coursework based on personal interest in the field of computer science. Enroll in an online course, develop an app, or participate in a work-study or internship experience related to Computer Science. Critical thinking, information technology experience and application of information technology concepts are essential to prepare students for success in a technology-driven society. Students submit a proposal in order to receive approval.<br><br>**Certifications: JAVA, Python or options from CompTIA** |
| **COMPUTER MAINTENANCE/LAB**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | In Computer Maintenance/Lab, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. |
| **AP CYBERSECURITY**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2 | AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.<br><br>**Certification: CompTIA Security+** |

## CAREER AND TECHNICAL EDUCATION: EXERCISE SCIENCE

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| **KINESIOLOGY I**<br>Grade Level: 9 -12<br>Credits: 1<br>Semesters: 2 | This course will give the student basic knowledge in the fields of athletic training and sports medicine. Topics such as: anatomy, physiology, injury mechanisms, prevention, treatment, and rehabilitation concepts will be studied. This course is beneficial to a student planning to enter a sports medicine related field and is strongly recommended for student athletic trainers. |
| **KINESIOLOGY II**<br>Grade Level: 10 -12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Kinesiology I & Head Athletic Trainer Approval | Kinesiology II is designed for students in the student athletic training program, and provides a more in-depth study and application of the components of sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside of class time, homework, and time required working with athletes and athletic teams. |

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| **CAREER PREP I (ATHLETIC TRAINING)**<br>Grade Level: 11-12<br>Credits: 2<br>Semesters: 2<br><br>**Prerequisite**: Kinesiology II | Career Prep I will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine. The course will provide opportunities for advanced students in the sports medicine program to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The athletic training students will continue to perform the assigned duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer. These duties will prepare the students to apply the knowledge and skills acquired in the sports medicine course curriculum. The required duties will be a portion of the grade earned in the course. |
| **CAREER PREP II (ATHLETIC TRAINING)**<br>Grade Level: 11-12<br>Credits: 3<br>Semesters: 2<br><br>**Prerequisite**: Career Prep I | Career Prep II will continue a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine. The course will provide opportunities for advanced students in the sports medicine program to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The athletic training students will continue to perform the assigned duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer. These duties will prepare the students to apply the knowledge and skills acquired in the sports medicine course curriculum. The required duties will be a portion of the grade earned in the course. |

## HIGH SCHOOL GENERAL ELECTIVES

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| **HEALTH**<br>Grade level: 9 -12<br>Credits: ½<br>Semesters: 1<br><br>*NOTE: *Adjustments of the Health requirement will begin with the Class of 2028* | This course is designed to provide knowledge and understanding of the following areas: CPR, safety and emergency procedures, first aid, real life applications, lifetime fitness, nutrition, communicable and noncommunicable diseases, mental health, drugs, alcohol and tobacco, body systems, environmental health and other topics related to social importance in high school and college.<br>**Required for Graduation for the classes of 2026 and 2027. Recommended to be taken in 9th or 10th grade.** |
| **HEALTH A**<br>Grades: 9-12<br>Credits: ½<br>Semesters: 1<br><br>*NOTE: *Adjustments of the Health requirement will begin with the Class of 2028* | This course is designed to provide knowledge and understanding of the following areas: CPR, safety and emergency procedures, first aid, real life applications, lifetime fitness, nutrition, communicable and noncommunicable diseases, mental health, drugs, alcohol and tobacco, body systems, environmental health and other topics.<br>**Required for Graduation for the classes of 2026 and 2027. Recommended to be taken in 9th or 10th grade.** |
| **PROFESSIONAL COMMUNICATIONS (SPEECH)**<br>Grade Level: 9 - 12<br>Credits: ½<br>Semesters: 1 | Successful communication is crucial in obtaining and keeping gainful employment and in initiating and participating in effective social interactions. This course will provide students with an understanding of basic communication processes and the verbal, nonverbal, and listening skills that are involved in making appropriate personal and professional communication choices. This course will also teach the importance of forming productive on-the-job relationships with coworkers and team members. Performance-based learning experiences will allow students to participate in a variety of communication processes in social and professional context, including making and evaluating presentations for various purposes and audiences. |

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| **DUAL CREDIT PUBLIC SPEAKING**<br>(SPCH 1315)<br>Grade Level: 11-12<br>Credits: 0.5<br>Semesters: 1 | Refer to Dual Credit Info. |
| **DEBATE I**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2 | Introduction to Debate helps develop public speaking experience, serves as an introductory argumentation course, and prepares students for competition across multiple speaking and debate events. Students learn basic communication theory, delivery skills, and research strategies, and the course incorporates the Professional Communication curriculum. A student may earn .5 credit of Professional Communications through this course if the student is enrolled in the class during both the fall and spring semesters of Debate I. All students will be competitive members of the speech/debate team. The course relies upon required weekly practice sessions and scheduled tournaments to complement concepts learned in class based on the belief that theoretical concepts become reinforced only through application. Students are required to attend at least four competitive tournaments through the year (including our own Dragon Faire event). Estimated time outside of class is 3-4 hours per week. Each family is required to sign-up for two 2-hour shifts at the CSHS concession stand during volleyball/basketball seasons. This is the major fundraiser for the program. |
| **HONORS DEBATE II**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Debate I and Instructor Approval | Advanced Debate continues to develop the knowledge and skills gained through prior participation in competitive speech/debate. Students develop advanced techniques in research, case construction, and delivery. *Advanced debaters are strongly encouraged to participate in summer camp enrichment opportunities.* As students advance in skill they may be invited to participate in traveling tournaments, as well as plan/execute the Dragon Faire tournament. Students are required to attend at least eight competitive tournaments throughout the year. Estimated time outside of class is 4-8 hours per week. Each family is required to sign-up for two 2-hour shifts at the CSHS concession stand during volleyball/basketball season. This is the major fundraiser for the program. |
| **HONORS DEBATE III**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Debate II and Instructor Approval | Advanced Debate continues to develop the knowledge and skills gained through prior participation in competitive speech/debate. Students develop advanced techniques in research, case construction, and delivery. *Advanced debaters are strongly encouraged to participate in summer camp enrichment opportunities.* As students advance in skill they may be invited to participate in traveling tournaments, as well as plan/execute the Dragon Faire tournament. Estimated time outside of class is 6-10 hours per week. Each family is required to sign-up for two 2-hour shifts at the CSHS concession stand during volleyball/basketball season. This is the major fundraiser for the program. |
| **HONORS INDEPENDENT STUDY OF SPEECH**<br>Grade Level: 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Debate III and Instructor Approval | Advanced Debate continues to develop the knowledge and skills gained through prior participation in competitive speech/debate. Students develop advanced techniques in research, case construction, and delivery. *Advanced debaters are strongly encouraged to participate in summer camp enrichment opportunities.* As students advance in skill they may be invited to participate in traveling tournaments, as well as plan/execute the Dragon Faire tournament. Students are required to attend at least eight competitive tournaments throughout the year. Estimated time outside of class is 6-10 hours per week. Each family is required to sign-up for two 2-hour shifts at the CSHS concession stand during volleyball/basketball season. This is the major fundraiser for the program. |
| **LEADWORTHY THE COURSE - I (FORMERLY TEEN LEADERSHIP I)**<br>Grade Level: 9 -10<br>Credits: ½<br>Semesters: 1 | LeadWorthy The Course I addresses the need for the development of personal leadership, to empower young people to withstand peer pressure and peer rejection, to develop decision-making and goal-setting skills, as well as business and interpersonal skills. The course teaches conflict-resolution and addresses the need to take personal responsibility for one's thoughts, attitudes, and actions. |
| **LEADWORTHY THE COURSE - II (FORMERLY TEEN LEADERSHIP II)**<br>Grade Level: 11 -12<br>Credits: ½<br>Semesters: 1 | LeadWorthy The Course II will further strengthen self-concept and interpersonal skills as well as develop leadership skills for personal and professional use. The class will empower students to take a stand for what they believe in and help them withstand peer pressure. These decision-making skills and a healthy self-concept will enable our teenagers to make the right choices with the everyday pressures they experience. |

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| **Prerequisite**: LeadWorthy The Course - I | |
| **H.A.L.O.. "HELPING AND LEADING OTHERS"**<br>Grade level: 9-12<br>Credits: ½ - 2<br>Semesters: 1 - 4 | H.A.L.O. is a peer-tutoring/mentoring program that pairs peer tutors with students who have significant cognitive disabilities or other developmental delays at CHS/CSHS. Peer tutors will assist these students one class period a day, either in a core class or an elective class. The peer tutor, in addition to helping the student with his/her class work, will also develop a friendship with the student.<br>**Students desiring to enroll in the H.A.L.O course will submit a brief application form with demographic information and a statement of why they would like to be a part of H.A.L.O. They will also secure at least one faculty recommendation. H.A.L.O. participants will be selected by a team consisting of the Life Skills Teacher(s) and an administrator.** |
| **STUDENT COUNCIL**<br>Grade Level: 9 - 12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Pending Application or Election for Officers | This course is designed for **Student Council officers** and senators to study, practice, and develop group and individual leadership and organizational skills. These skills include decision making, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. This will be a hands-on approach to leadership, with students involved in planning and organizing school activities and fulfilling the state-mandated requirements for achieving Outstanding Student Council status. Students will be required to attend both district and Texas Association of Student Council workshops and conventions throughout the year. Students may earn only one credit toward graduation for this course. |
| **STUDENT OFFICER LEADERSHIP**<br>Grade Level: 10-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Pending Teacher Recommendation or<br><br>Election for Officers | This course is designed for Student Council, Class Council Officers, or appointed officers and captains to study, practice, and develop group and individual leadership and organizational skills. Student Offer Leadership is a course for students who seek opportunities to expand and deepen their group and individual leadership skills to positively impact their own lives and community. Building on collaborative skills and habits of mind, students gain knowledge and expertise in leadership skills including goal setting, effective communication, organization, time management, and collaborative strategies. The course prepares students not only for active participation in school but also in their community. Students solve relevant school and community issues by working collaboratively and independently on high-level, real-world tasks such as project proposals, portfolios, and presentations. The course is adaptable across various student needs and student populations. |
| **PEER ASSISTANCE LEADERSHIP I (PAL I and II)**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Application Process and Teacher Recommendations | Selected students train to work as peer facilitators with other students on the high school campus and/or feeder schools. This course provides an excellent field experience for students interested in careers in helping professions. Participants learn group dynamics, leadership skills, self-esteem building, intervention techniques, and other problem-solving strategies. |
| **PATH-COLLEGE/CAREER PREP I A**<br>Grade: 9<br>Credits: 1<br>Semesters: 2 | The Path-College/Career Prep course series focuses on developing the habits and skills that are expected in life-long learning and the workforce. In this course, students will develop personal/interpersonal and cognitive skills that are essential to productivity in their chosen post-secondary setting (adult learning and /or work). |
| **PATH-COLLEGE/CAREER PREP II A**<br>Grade: 10<br>Credits: 1<br>Semesters: 2 | The Path-College/Career Prep course series focuses on developing the habits and skills that are expected in life-long learning and the workforce. In this course, students will develop personal/interpersonal and cognitive skills that are essential to productivity in their chosen post-secondary setting (adult learning and /or work). |

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| **PATH-COLLEGE/CAREER PREP III A**<br>Grade: 11<br>Credits: 2<br>Semesters: 2 | The Path-College/Career Prep course series focuses on developing the habits and skills that are expected in life-long learning and the workforce. In this course, students will develop personal/interpersonal and cognitive skills that are essential to productivity in their chosen post-secondary setting (adult learning and /or work). |
| **PATH-COLLEGE/CAREER PREP IV A**<br>Grade: 12<br>Credits: 2<br>Semesters: 2 | The Path-College/Career Prep course series focuses on developing the habits and skills that are expected in life-long learning and the workforce. In this course, students will develop personal/interpersonal and cognitive skills that are essential to productivity in their chosen post-secondary setting (adult learning and /or work). |
| **ACTIVITIES FOR DAILY LIVING-A**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | The Activities for Daily Living class provides instruction for students to develop independence in life skills. Targeted skills include food preparation, hygiene, scheduling, accessing the community, and demonstration of work-ready skills for post-secondary employment. |
| **MAKING CONNECTIONS I**<br>Grade Level: 9-12<br>Credits: ½<br>Semesters: 1 | The Making Connections course sequence serves students who have a disability that causes them to have difficulty with social skills. The course assists the students with developing and generalizing appropriate and beneficial social skills that will increase the student's post-secondary outcome.<br><br>Making Connections I assists the students in developing an understanding of their disability and the strengths and limitations that accompany it. |
| **MAKING CONNECTIONS II**<br>Grade Level: 9-12<br>Credits: ½<br>Semesters: 1 | The Making Connections course sequence serves students who have a disability that causes them to have difficulty with social skills. The course assists the students with developing and generalizing appropriate and beneficial social skills that will increase the student's post-secondary outcome.<br><br>Making Connections II assists students with understanding and maintaining friendships and other relationships that will positively benefit their post-secondary outcomes. |
| **MAKING CONNECTIONS III**<br>Grade Level: 10-12<br>Credits: ½<br>Semesters: 1 | The Making Connections course sequence serves students who have a disability that causes them to have difficulty with social skills. The course assists the students with developing and generalizing appropriate and beneficial social skills that will increase the student's post-secondary outcome.<br>Making Connections III assists students in how their specific disability impacts their learning and working style. Students learn to employ and self-advocate the proper accommodations and modifications to be more successful in their post-secondary setting. |
| **MAKING CONNECTIONS IV**<br>Grade Level: 10-12<br>Credits: ½<br>Semesters: 1 | The Making Connections course sequence serves students who have a disability that causes them to have difficulty with social skills. The course assists the students with developing and generalizing appropriate and beneficial social skills that will increase the student's post-secondary outcome.<br>Making Connections IV assists students in developing skills to employ problem-solving and collaboration to assist with their post-secondary goals. |

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## HIGH SCHOOL PHYSICAL EDUCATION

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| **P.E. /FOUNDATIONS OF PERSONAL FITNESS**<br>Grade level: 9-12<br>Credits: ½ - 1<br>Semesters: 1-2 | The student will learn to develop a plan for a physically active lifestyle that can be utilized throughout adult life. The student will be educated about his/her personal levels of physical activity and fitness and will experience the benefits of physical conditioning, weight training and nutrition. The student will be exposed to a variety of individual sports that will develop and enhance their knowledge in lifelong physical activities. |
| **FOUNDATIONS OF PERSONAL FITNESS A**<br>Grade: 9-12<br>Credits: 1<br>Semesters: 1-2 | In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. |
| **P.E. /PHYSICAL EDUCATION ACTIVITIES/TEAM SPORTS**<br>Grade level: 9-12<br>Credits: ½ - 1<br>Semesters: 1-2 | The student will enhance his plan for a physically active lifestyle that can be utilized throughout adult life. The student will be educated about his/her personal levels of physical activity and fitness and will experience the benefits of physical conditioning. The student will be exposed to a variety of team sports that will develop and enhance their knowledge in lifelong physical activities.<br>**Fees: Small fees may be charged throughout the class for off campus activities** |
| **P.E. /PHYSICAL EDUCATION ACTIVITIES/SCUBA**<br>Grade Level: 9-12<br>Credits: ½<br><br>Semesters: 1 (Spring only<br>Prerequisite: Must swim safely and pass a scuba swimming test. *The scuba swimming test includes a 200-yard swim and ten minute tread and float test.* | This course will teach the basic principles of SCUBA. The course will be split into an academic and a confined water session. The academic portion deals with the theoretical principles of SCUBA and covers the environmental factors that may be experienced in open water dives. The confined water sessions deal with familiarizing the student with the equipment and teaching the basic skills. Upon conclusion of the course, students are eligible to take an open water certification exam at an additional cost to the student.<br>**Course Fee: $250** |
| **P.E. /PHYSICAL EDUCATION ACTIVITIES/TENNIS**<br>Grade Level: 9-12<br>Credits: ½-1<br>Semesters: 1-2 | A developmental tennis class designed for those who enjoy playing the game and are interested in trying out for one of the junior varsity teams (JV Green/JV White). It is organized to help teach the student the 6 main strokes in tennis (forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, overhead, and serve) as well as teach the rules of the game. Students will compete against each other in class matchplay, as well as participate in drills/games designed to help further their skills and court awareness. |
| **P.E. /AEROBICS**<br>Grade Level: 9-12<br>Credits: ½-1<br>Semesters: 1-2 | The student will develop a level of competency in two or more aerobic activities that may include aerobic dance, jogging, and power walking. This course will enable students to participate in aerobic activities that provide for enjoyment and fitness for life. |
| **P.E. /ADVENTURE /OUTDOOR EDUCATION**<br>Grade Level: 11-12<br>Credits: ½<br>Semesters: 1 | This course offers the student the opportunity to participate in and learn about outdoor activities that promote a respect for the environment and that can be enjoyed for a lifetime. Lessons on angling, environmental needs, Taxidermy, swimming/water safety, scuba, and rock climbing will be included in this course. The course will also provide career information to students interested in these fields. Frequent field trips are a part of this course.<br>**Fee: $25** |
| **P.E. /RUN/WALK/JOG**<br>Grade Level: 9-12<br>Credits: ½-1<br>Semesters: 1 - 2 | This is a fitness course that is designed to increase cardiovascular endurance and emphasize the lifelong healthy benefits associated with walking, jogging, and running. Students will build the proper mechanics for each activity and learn effective injury prevention techniques in order to achieve capacity in cardiorespiratory endurance. |

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| **PARTNERS IN PE**<br>Grade Level: 9, 10<br>Credit: 1<br>Semesters: 2<br><br>**Prerequisites**: application to participate | Partners in PE is a physical education program featuring supervised peer tutors and individualized learning and instruction. This course is designed to improve physical and motor development and enhance the acquisition of individualized recreational activities and skills in team sports for students with disabilities. |

## HIGH SCHOOL ATHLETICS

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| **ATHLETICS/COMPETITIVE ACTIVITIES**<br>Grade Level: 9-12<br>Credits: ½ -1<br>Semesters: 1- 2<br><br>**Prerequisite**: Coach's Approval | The following courses are offered as competitive athletics and are governed by the rules and regulations of the University Interscholastic League. Athletics may count in lieu of Physical Education as required for graduation. Baseball, Basketball, Cross Country, Diving, Football, Golf, Soccer, Softball, Swimming, Tennis, Volleyball, Water Polo, Wrestling (Boys), Wrestling (Girls) |

## HIGH SCHOOL CHEERLEADING

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| **JUNIOR VARSITY CHEERLEADING**<br>Grade Level: 9-10<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Tryout required. Must meet requirements stated in the CISD Cheerleader Constitution | JV cheerleading includes learning and practicing cheerleading skills and stunts for athletic events and training in various areas of rhythms, gymnastics, tumbling, and dance skills. The first year of cheerleading earns one credit for physical education. Subsequent years of cheerleading earn credit in fine arts.<br>**Fees: Purchase of uniforms and various fees as outlined in cheerleading tryout packet** |
| **VARSITY CHEERLEADING**<br>Grade Level: 11-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Tryout required. Must meet requirements as stated in the CISD Cheerleader Constitution | Varsity cheerleading includes learning and practicing cheerleading skills and stunts for athletic events and training in various areas of rhythms, gymnastics, tumbling, and dance skills. The first year of cheerleading earns one credit for physical education. Subsequent years of cheerleading earn credit in fine arts.<br>**Fees: Purchase of uniforms and various fees as outlined in cheerleading tryout packet** |

## HIGH SCHOOL DRILL TEAM (EMERALD BELLES)

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| **JUNIOR VARSITY DRILL TEAM (EMERALD BELLES)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2 | The J.V. Emerald Belles are a select group who perform at community and athletic events. Students are selected for membership based on dance ability as demonstrated in tryouts for a panel of judges. The J.V. Emerald Belles are involved in school and community events from August to June. The first year of drill team earns one credit for physical education. Subsequent years of drill team earns credit in Fine Arts.<br>**Fees: Purchase of uniforms and various fees as outlined in the Emerald Belles tryout packet** |

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| **Prerequisite**: Tryout required. Must meet requirements as stated in the Emerald Belles Constitution. | |
| **VARSITY DRILL TEAM (EMERALD BELLES)**<br>Grade Level: 9-12<br>Credits: 1<br>Semesters: 2<br><br>**Prerequisite**: Tryout required. Must meet requirements as stated in the Emerald Belles Constitution. | **This class meets everyday**<br>The Emerald Belles are a select group who perform at community and athletic events. Students are selected for membership based on dance ability as demonstrated in tryouts for a panel of judges. The Emerald Belles are involved in school and community events from August to June. The first year of varsity drill team earns one credit of physical education. Subsequent years of drill team earn credit for fine arts.<br>**Fees: Purchase of uniforms and various fees as outlined in the Emerald Belles tryout packet** |
| **Varsity Drill Team (Officer Block)**<br>Grade Level: 11 & 12<br>Credits: 1<br>Semesters: 2 | This course is designed for the Emerald Belle officers for developing choreography and helping with administrative duties. |

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## PART 4 - ACADEMIC FLOWCHARTS

### READING LANGUAGE ARTS

Students must complete the following courses for graduation: English I, English II, English III, and a fourth English. The flow charts should be used as a *general* guideline to understand opportunities each year. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| English I | English II | English III | English IV |
| Adv. English I | Adv. English II | AP English III<br>AP American Studies | AP English IV<br>Dual Credit English IV |
| Adv./GT English I | Adv./GT English II | AP/GT English III<br>AP American Studies | AP/GT English IV<br>Dual Credit English IV |
| | **RLA Elective**<br>AP Capstone Seminar<br>Advanced Journalism I | | |
| | | **RLA Elective**<br>AP Capstone Research<br>Advanced Journalism II<br>Advanced Journalism III | |

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## MATHEMATICS

Students must complete the following courses for graduation: Algebra I, Geometry, Algebra II, and a fourth math. The flow charts should be used as a *general* guideline to understand opportunities each year. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| Middle School | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| Pre-Algebra in 8th | Algebra I<br>Adv. Algebra I | Geometry<br>Adv. Geometry | Foundation of Alg. II<br>Algebra II<br>Adv. Algebra II | Algebra II<br>Dual Credit Algebra<br>Pre-Calculus<br>Statistics<br>AP Statistics<br>AP Pre-Calculus |
| Algebra I in 8th | Geometry<br>Adv. Geometry | Algebra II<br>Adv. Algebra II | Pre-Calculus<br>Statistics<br>AP Statistics<br>Pre-Calculus AP | Dual Credit Algebra<br>Pre-Calculus<br>Statistics<br>AP Statistics<br>Honors Calculus<br>AP Calculus AB<br>AP Pre-Calculus |
| Algebra I in 7th<br>Geometry in 8th | Algebra II<br>Adv. Algebra II | Pre-Calculus<br>Pre-Calculus AP | AP Calculus AB<br>AP Statistics<br>Pre-Calculus AP | AP Calculus BC<br>AP Statistics<br>Calculus C-Multi |

Math courses taken at the middle school level will not be averaged into a student's final GPA; therefore weighted points will not be added to class averages. However, if a student takes Algebra I or Geometry in 8th grade, it will count as one of the required high school math courses.

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## SCIENCE

Students must complete the following courses for graduation: Biology, Chemistry, and a third and fourth science. The flow charts should be used as a *general* guideline. Note that some courses have specific math requirements. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Biology | Integrated Physics & Chem<br>Chemistry | Physics<br>Chemistry | AP Biology<br>AP Environmental Science<br>AP Physics I<br>Anatomy & Physiology<br>Astronomy<br>Environmental Science<br>Forensic Science<br>Physics |
| Adv. Biology<br>Adv./GT Biology<br>AP Biology | Adv. Chemistry<br>Adv./GT Chemistry | AP Biology<br>AP Chemistry<br>AP Physics I<br>AP/GT Physics I<br>Physics | AP Biology<br>AP Chemistry<br>AP Physics I<br>AP/GT Physics I<br>AP Physics II<br>AP Physics C<br>Honors Anatomy & Physiology<br>Honors Astronomy<br>Anatomy & Physiology<br>Environmental Science<br>Forensic Science |

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## SOCIAL STUDIES

Students must complete the following courses for graduation: World Geography or World History, U.S. History, Government, and Economics. The flow charts should be used as a *general* guideline. Students do not have to follow any specific sequence, but some courses have specific requirements. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| World Geography | World History | U.S. History<br>Dual Credit U.S. History | Economics*<br>Dual Credit MacroEconomics<br>**AND**<br>U.S. Government<br>Dual Credit U.S. Government |
| Adv. World Geography<br>AP Human Geography | AP World History<br>AP European History | AP U.S. History<br>Dual Credit U.S. History | Economics*<br>Dual Credit MacroEconomics<br>AP Macroeconomics<br>AP Microeconomics<br>**AND**<br>U.S. Government<br>Dual Credit U.S. Government<br>AP U.S. Government |
| | | AP Comparative Government | |

*Economics - Economics with Emphasis on the Free Enterprise System **OR** Personal Financial Literacy with Economics

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## FINE ARTS

Students must complete one Fine Arts course to meet the guidelines for graduation. Please see the Academic Planning Guide course descriptions for information and specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

### ART

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Art I<br>Partners in Art I<br>Adv. Art I<br>Principles of Floral Design | Art II Choices:<br>● Printmaking II<br>● Drawing II<br>● Adv. Drawing II<br>● Painting II<br>● Photography II<br>● Digital Art / Media<br>● Ceramics II<br>● Sculpture II<br>AP Art History<br>Principles of Floral Design | Art III Choices:<br>● Drawing III<br>● Painting III<br>● Photograph III<br>● Ceramics III<br>● Sculpture III<br>● Digital Media & Art III<br>● Fashion Design III<br>AP Art History<br>AP 2D Studio Design<br>AP Drawing Portfolio<br>AP 3D Studio Design Portfolio<br>Principles of Floral Design | Fashion Design IV<br>AP Art History<br>AP 2D Studio Design<br>AP Drawing Portfolio<br>AP 3D Studio Design Portfolio<br>Principles of Floral Design |

### BAND

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Band I | Band II | Band III | Band IV |
| Instrumental Ensemble I | Instrumental Ensemble II | Instrumental Ensemble III | Instrumental Ensemble IV |
| Jazz Band I | Jazz Band II | Jazz Band III | Jazz Band IV |
| Color Guard & Winter Guard I | Color Guard & Winter Guard II | Color Guard & Winter Guard III | Color Guard & Winter Guard IV |

### CHOIR

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Bel Canto I - Women's Choir<br>Men's Choir I | Bel Canto II - Women's Choir<br>Men's Choir II | Bel Canto III - Women's Choir<br>Men's Choir III | Bel Canto IV - Women's Choir<br>Men's Choir IV |

**Auditioned Choirs**

| | | | |
|---|---|---|---|
| Chorale I<br>Cantores I<br>Encore I | Chorale II<br>Cantores II<br>Encore II<br><br>Bella Voce II | Chorale III<br>Cantores III<br>Encore III<br><br>Bella Voce III | Chorale IV<br>Cantores IV<br>Encore IV<br><br>Bella Voce IV |

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## DANCE, CHEER, & DRILL TEAM

Students must complete one Fine Arts course to meet the guidelines for graduation. Please see the Academic Planning Guide course descriptions for information and specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Dance I | Dance II | Dance III | Dance IV |
| **Cheerleading (Tryout Required)** | | | |
| JV Cheerleading I | JV Cheerleading II | Varsity Cheerleading I | Varsity Cheerleading II |
| **Drill Team: Emerald Belles (Tryout Required)** | | | |
| JV Drill Team I<br>Varsity Drill Team I | JV Drill Team II<br>Varsity Drill Team II | JV Drill Team III<br>Varsity Drill Team III | JV Drill Team IV<br>Varsity Drill Team IV |

## Theater ARTS

Students must complete one Fine Arts course to meet the guidelines for graduation. Please see the Academic Planning Guide course descriptions for information and specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| Theater Arts I<br>Partners in Theater Arts I<br>Adv. Theater Arts I<br>**(no additional GPA points)** | Theater Arts II | Theater Arts III | Theater Arts IV |
| Technical Theater I | Technical Theater II | Technical Theater III | Technical Theater IV |

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## WORLD LANGUAGES

Students do not have to follow any specific sequence, but some courses have specific requirements. Please see the Academic Planning Guide course descriptions for specific prerequisites. We encourage students to seek guidance from their counselor to determine which course(s) would be most appropriate.

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **American Sign Language** | American Sign Language I | American Sign Language II | American Sign Language III | American Sign Language IV |
| **French** | French I | French II<br>Adv. French II | French III<br>Adv. French III | French IV<br>AP French Language |
| **Latin** | Latin I | Latin II<br>Adv. Latin II | Latin III<br>Adv. Latin III | AP Latin |
| **Mandarin Chinese** | Mandarin Chinese I | Mandarin Chinese II<br>Adv. Mandarin Chinese II | Mandarin Chinese III<br>Adv. Mandarin Chinese III | AP Mandarin Chinese |
| **Spanish** | Spanish I | Spanish II<br>Adv. Spanish II | Spanish III<br>Adv. Spanish III | Spanish IV<br>AP Spanish Language<br>AP Spanish Literature |

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## CAREER AND TECHNOLOGY EDUCATION

The course options in Career and Technology Education and Technology Applications are vast. This allows students to take courses in topics of interest and to develop skills that will be helpful to their college and career beyond high school. The following flowcharts are just a sampling of different paths that students may be interested in and should be used as a *general* guideline. Students do not have to follow any specific sequence, but some courses have specific requirements. Please see the Academic Planning Guide course descriptions for specific prerequisites.

Students should select courses leading toward an Endorsement based on areas of interest, student strengths, or possible career paths. We hope that you will use the assessments in your SchooLinks account to help you select the Endorsement(s) you find most interesting for you. You can access SchooLinks through Classlink.

## AGRICULTURE, FOOD, AND NATURAL RESOURCES

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Plant Science (Floral Design)** | Principles in Floral Design | Advanced Floral Design | Practicum in Floral Design I | Practicum in Floral Design II |

## ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Yearbook / Dragon Media** | Principles of Arts, A/V Technology & Communications | Dragon Media I (Graphic Design & Illustration I) | Dragon Media II (Graphic Design & Illustration II) | Practicum in Graphic Design & Illustration |
| **Arts, A/V Production KDGN** | Principles of Arts, A/V Technology & Communications | A/V Production I KDGN | A/V Production II KDGN | Practicum in A/V Production I or II KDGN |
| **Arts, A/V Production Sports Media & Communications** | Principles of Arts, A/V Technology & Communications | A/V Production I Sports Media & Communications | A/V Production II Sports Media & Communications | Practicum in A/V Production I or II Sports Media |

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## BUSINESS, MARKETING, AND FINANCE

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Business Management** | Principles of Business, Marketing, and Finance | Social Media Marketing (1 semester, ½ credit) **OR** Virtual Business (1 semester, ½ credit) | Business Law | Practicum in Business Management |
| **Marketing** | Principles of Business, Marketing, and Finance | Entrepreneurship | Sports & Entertainment Marketing (1 semester, ½ credit) **AND/OR** Social Media Marketing (1 semester, ½ credit) | Practicum in Business Management |
| **Accounting & Finance Services** | Principles of Business, Marketing, and Finance | Accounting I | Honors Securities & Investments | Practicum in Business Management |

## CARROLL BUSINESS ACADEMY

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Entrepreneurship** | Principles of Business, Marketing, and Finance | Entrepreneurship I | Honors Entrepreneurship II | Practicum in Entrepreneurship |

## HEALTH SCIENCE

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Healthcare Diagnostic & Therapeutic** | Principles of Health Science | Medical Terminology Honors | Anatomy & Physiology **or** Health Science Theory | Practicum in Health Science |
| **Exercise Science & Wellness** | Kinesiology I | Kinesiology II | Career Prep I (Athletic Training) | Career Prep II (Athletic Training) |
| **Biomedical Science** | Principles of Health Science | Medical Terminology Honors | Anatomy & Physiology **or** Health Science Theory | Pathophysiology Honors |

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## CARROLL MEDICAL ACADEMY

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **CTE** | Medical Terminology Honors | Anatomy & Physiology Honors | Any health science course of choice | Biotechnology Honors |

## HOSPITALITY & TOURISM

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Culinary Arts** | Introduction to Culinary Arts | Culinary I | Advanced Culinary Arts | Practicum in Culinary Arts |

## HUMAN SERVICES, EDUCATION AND TRAINING

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Human Services** | Principles of Human Services | Child Development | Lifetime Nutrition & Wellness **OR** Dollars & Sense | Career Prep I |
| **Education and Training** | Principles of Human Services | Child Development | Education: Instructional Practices | Practicum in Education & Training |

## LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Legal Studies** | Principles of Business, Marketing & Finance | Business Law | Forensics (also Science Credit) | Career Prep I |

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## MANUFACTURING, ENGINEERING, AND INFORMATION TECHNOLOGY

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Mechanical and Aerospace Engineering** | Principles of Applied Engineering Honors | Engineering Design and Presentation Honors | Civil Engineering and Architecture Honors **or** Aerospace Engineering Honors | Practicum in Engineering |
| **Engineering Foundations / Robotics & Automation Technology** | Honors Robotics I | Honors Robotics II | HONORS ENGINEERING DESIGN & PROBLEM SOLVING (Honors Robotics III) | Practicum in Manufacturing (Robotics IV) |
| **Manufacturing** | Introduction to Welding | Welding I | Welding II | Welding III **(future course)** |
| **Computer Science** | AP Computer Science Principles | AP Computer Science A (Math & LOTE) | Computer Science II Honors | Honors Computer Science III - Independent Study |
| **Cybersecurity** | AP Computer Science Principles | Computer Maintenance/Lab | AP Cybersecurity | Cybersecurity Capstone (future class: must meet prereq of AP Cyber) |

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## PART 5 - GRADING & ACADEMIC GUIDELINES
### General Grading Guidelines for Teachers and Administrators

## INTRODUCTION
It is the belief of the Carroll Independent School District that all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in the 21st century global environment. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

CISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and how a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that enough grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. (Policy EIA)

## LESSON PLANS
Lesson plans shall be prepared by each teacher or team for each subject taught and submitted to the principal using Eduphoria's Forethought management system or the district Learning Management System. Lesson plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines). The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items could include, but not be limited to, Texas Essential Knowledge and Skills, instructional strategies/activities which consider any needed prerequisite teaching, student practice, assessment for student long mastery, and any required reteaching.

## LESSON PLANS FOR SUBSTITUTE TEACHERS
Lesson plans shall also be available for a substitute teacher for continuing the educational process during a regular teacher's absence.

## INTENTIONAL PLANNING AND TEACHING
Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Intentional planning should also provide students with opportunities to self-direct, think critically, collaborate, receive feedback, and solve problems. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

## LESSON PLAN GUIDING QUESTIONS
- Have I assessed student interests and utilized this information in planning units of work, creating meaningful tasks, or designing assignments?
- Do my choices of instructional resources reflect a diversity of formats that appeal to students' learning styles? Have I regularly encouraged students to assess their own work in alignment with set standards?
- Have I provided clear expectations of learning prior to demonstrations of student learning (i.e., performances, products, projects, and exhibitions)?
- Do I routinely provide individual students or small groups of students' feedback to alert the student(s) to both the accuracy and completeness of his or her learning?
- Do I plan success for all? When students do not succeed, do I work directly with them to diagnose the cause(s) of failure to correct the situation?

- What prescriptive teaching strategies for learning have I provided so all students can experience success?

## ACADEMIC DISHONESTY

Carroll ISD expects all students to uphold the highest standards of academic integrity. A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and disciplinary consequences in accordance with the Student Code of Conduct. Academic dishonesty includes, but is not limited to:

- Giving or receiving unauthorized information or help on a test or assessment.
- Possessing or using unauthorized materials or technology (including phones, devices, or artificial intelligence tools) during tests, exams, or other summative tasks.
- Copying another student's work or knowingly allowing another student to copy from one's own.
- Working with others on assignments meant to be completed individually.
- Unauthorized possession of test or quiz questions, answer keys, or teacher materials.
- Submitting duplicate work, having someone else complete work on one's behalf, or completing work for another student.
- Accessing a teacher's textbook edition or assessment materials without authorization.
- Skipping a class or intentionally missing only the class period in which an assessment is given.
- Providing false or misleading information about the reason for an absence, tardiness, or missed assessment.

Use of artificial intelligence tools for assignments, assessments, or coursework without explicit teacher permission constitutes academic dishonesty. (See the district's AI Policy for additional details and expectations regarding appropriate use of AI in academic work.)

The determination that a student has engaged in academic dishonesty shall be based on the professional judgment of the classroom teacher or other supervising employee, considering written materials, observations, or credible information from students or staff.

**Penalties for Academic Dishonesty**
Infractions are cumulative across all courses. A violation in one class will count toward subsequent offenses in any other class.

- **First Offense:** Students found to have engaged in academic dishonesty will receive a zero (0%) on the assignment or assessment with no opportunity for resubmission or retake. The assistant principal will document the first offense in Skyward, and the student will be assigned one (1) FULL Friday Night Lights. In addition, the student will be put on probation for any honor-sponsored activities or organizations in accordance with the bylaws, rules, and eligibility requirements of the respective activity or organization.
- **Second Offense:** Students found to have committed a second act of academic dishonesty will receive a zero (0%) on the assignment or assessment with no opportunity for resubmission or retake. Additionally, the student will be removed from any honor-sponsored activities or organizations in accordance with the bylaws, rules, and eligibility requirements of the respective activity or organization. The assistant principal will document the second offense in Skyward, and the student will serve one (1) day of In-School Suspension (ISS) and may face other disciplinary consequences as determined by CISD administration. In addition, the student, parent/guardian, teacher, and assistant principal must participate in a conference to discuss the infraction, review academic expectations, and determine acceptable ways for the student to meet future course obligations.
- **Third and Subsequent Offenses:** Students found to have committed a third act of academic dishonesty will receive a zero (0%) on the assignment or assessment with no opportunity for resubmission or retake. The assistant principal will document the third offense in Skyward, and the student will serve two (2) days of In-School Suspension (ISS) and may face other disciplinary consequences as determined by CISD administration. A mandatory conference with the student, parent/guardian, and assistant principal will be held to address the repeated violations and to determine appropriate disciplinary or academic actions.

All incidents of academic dishonesty will be documented and remain part of the student's academic record.

## ABSENCES AND MAKE-UP ASSESSMENTS

- Students who are scheduled to miss an assessment due to an extracurricular activity (or who know of an absence in advance) should notify the teacher, make arrangements for the make-up, and follow the same guidelines as everyone else for making it up.
- Students who are absent on the day of an assessment will receive a temporary grade of 0 in the gradebook until the assessment is completed.
- Students who are absent on the day of an assessment will be required to make it up on the assigned make-up date designated by the teacher (within TWO (2) class days).
- Failure to make up the assessment during this time frame will be subject to late penalties (max 70% for one class day late, max 50% for two class days late). After that, the grade will remain a 0 in the gradebook.
- If a student is absent only during the class period in which an assessment occurred and meets the definition of academic dishonesty as defined within the grading guidelines (as determined by the building administration), the student may make it up, but only up to 70% of the original points; the teacher must:
    - Verify the attendance reason and coding.
    - Record the absence in Skyward.
    - Submit a Student Referral in Skyward for documentation.
    - Notify both parents/guardians and campus administration of the absence.

## ARTIFICIAL INTELLIGENCE POLICY

Employees may explore artificial intelligence (AI) and implement its use in support of instructional planning, administrative functions, and other District purposes in accordance with law, Board policy, and administrative regulations. AI shall serve only as a support tool and shall never replace professional judgment, teacher decision-making, or student learning.

Any use of AI must comply with all laws, policies, and administrative regulations relating to student privacy, employee privacy, data security, confidentiality, and academic integrity. No personally identifiable student information should be uploaded into a digital tool, such as a generative AI tool, without district approval of the tool and/or parental consent.

**Student Use of Artificial Intelligence**

Students in grades PK–8 shall not access, utilize, or interact with generative artificial intelligence tools for instructional purposes, assignments, projects, research activities, classroom work, or assessments.

The District recognizes that students in grades PK–8 are developing foundational skills in reading, writing, mathematics, communication, critical thinking, problem solving, executive functioning, and independent reasoning. Accordingly, generative AI use is prohibited in these grades to ensure the development of authentic student knowledge and skills.

Students in grades 9–12 may use District-approved generative AI tools only when expressly authorized by the classroom teacher for a specific assignment or activity.

When permitted, students must:

- Produce original work;
- Independently evaluate all AI-generated content;
- Properly disclose and cite any use of AI tools;
- Comply with all academic integrity requirements; and
- Follow all teacher instructions regarding permissible AI use.

Students shall not use generative AI during any quiz, test, benchmark assessment, district assessment, state assessment, examination, or other activity intended to evaluate individual student knowledge or skills.

Submission of AI-generated content as original student work, failure to disclose AI use, or unauthorized use of AI shall constitute academic dishonesty and shall be addressed in accordance with the Student Code of Conduct, academic integrity procedures, and applicable District policies.

Students who use AI tools to deceive, harm, bully, harass, impersonate, threaten, or otherwise negatively impact another individual shall be subject to disciplinary action in accordance with the Student Code of Conduct and District policy.

## SCREEN TIME LIMITS DURING THE INSTRUCTION DAY

PK - K: 0 minutes/school day
1st Grade: 0-15 minutes/school day
2nd - 4th Grade: 0-20 minutes/school day
5th - 6th Grade: 0-50 minutes/school day
7th - 8th Grade: 0-50 minutes/school day (depending on the course)
9th - 12th Grade: 15 minutes/class period (depending on the course)

- Link to Dragons Unplugged: HERE

Exceptions to these screen time limits includes:

- State or district-required assessments
- Approved accommodations under an IEP, Section 504 Plan, or intervention plan
- District-approved keyboarding instruction
- Teacher-directed research activities
- District-approved instructional software/resources when no comparable non-digital alternative exists
- Resources used for Texas HB 1416
- Any technology-based courses

Carroll ISD recognizes that families have different preferences about their student's use of technology. Parents may choose from three options:

1. **Opt-out of all district technology access.** If you do not accept the district's Acceptable Use Policy (AUP), your student's access to district technology will be turned off. This includes their computer account, Skyward, Canvas, and other educational technology resources. You may decline the AUP during Annual Student Verification or notify your student's campus administrator at any time during the school year.
2. **Opt-out of digital instruction.** If you would like your student to retain access to tools such as Skyward and Canvas but not use online resources for instruction, sign in to Skyward Family Access. Select **Online Forms** from the left menu, open the **Instructional Tech Opt-Out** form, and select **"No"** for instructional technology use. Your student's access will remain active, and their teachers will be informed of your preference.
3. **Allow teachers to select instructional resources.** If you accept the AUP and allow digital instruction, your student's teachers will choose the resources they believe best support each lesson's objectives. These may include digital tools when appropriate. Teachers use their training, resource reviews, and ongoing assessment of student learning to make these decisions.

**Dragon Den Parent Opt-In Exception**
Required digital textbooks and instructional materials that are only available digitally can be exempt from the District's technology restrictions. Students may access these materials on District-approved devices during these periods when needed for instruction or assigned work. Parents can **OPT IN** to allow their student to use devices during Dragon Den to complete instructional assignments.

**BYOD: Grades 5–8**
Beginning in **August 2027, Bring Your Own Device (BYOD) will not be permitted for students in grades 5–8** during the school day. Students will use District-provided devices when technology is required for instructional purposes. These changes are intended to reduce unnecessary technology use while ensuring students have access to the instructional resources necessary for learning.

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## PROGRESS REPORTS: GRADES 2-12

Beginning in Grade 2, the district shall provide a notice of progress, if the student's grade is 70 or below, to the parent or guardian of every student. The grades will be determined at three-week intervals or on a designated date. The actual numerical average should be posted on the progress report form or in online format. When a student's grade drops from passing to failing after the third week report, teachers shall:

- Notify parents. Parents may monitor their student(s) grade through Skyward.
- Ensure accurate records of contact or attempts to contact parents of students who are failing be kept on file by the teacher for the current school year.

A teacher may require any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

## REPORT CARDS

The district shall post online grade reports/report cards every grading period. Performance shall be measured in accordance with this policy.

## STANDARDS BASED REPORT CARD (K-1 ONLY)

In an effort to report student progress in a manner that is consistent and aligned with state curriculum standards, progress for kindergarten and first grade will be reported on a Standards-Based Report Card. This report card is designed to give parents specific feedback on a child's progress on standards within the content areas. During reporting periods when standards are assessed, children receive a number to indicate the progress level toward mastery at that time.

## DAILY WORK AND QUIZZES (MINOR ASSIGNMENTS)

The primary purpose of daily work and quizzes is to give quickly administered, formative assessments where only a few recently introduced objectives are measured. Typically, these formative assessments would be frequent to assist the teacher in monitoring the progress of the students. The results inform students about their areas of strength and weakness and will help the teacher identify areas in need of additional instruction.

## PROJECTS AND RESEARCH PAPERS (MAJOR ASSIGNMENTS)

Carefully constructed projects or research papers will enhance the learning opportunities for students and will assess the culmination of learning for a specified student objective. Projects and research papers shall be assessed, and feedback shall be provided throughout the process to ensure student success.

Teachers are required to limit the cost of materials and supplies to a reasonable amount and to consider student access to technology outside of school. Additional requirements include:

- Teachers shall develop and communicate a rubric or expectations for grading when assigned to students.
- All projects should align with the district's scope and sequence for the subject and grade level.
- No assignments, projects, or extra credit opportunities of any kind will be assigned to students over the fall, winter, and/or spring breaks.
- Teachers may require that long-term projects be turned in on a certain day and are not required to accept these projects late. Teachers are encouraged to consider extenuating circumstances as appropriate.
- Due dates for completion of projects or research papers should be communicated when assigned to students; Grading and the return of assignment(s) should be within the same grading period the assignment is due.
- Students may not be permitted to redo a project or research paper if they received a zero on a required element of the process; and
- Students may not be permitted to redo projects and/or research papers if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty. (See Major Assignments, Major Projects, and Tests).

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## EXTRA CREDIT

Extra credit shall be awarded based on an academic product that can be directly related to the Carroll ISD curriculum objectives. Extra credit assignments should apply equally to all students enrolled in the same level content course for that campus. Extra credit shall not be given for students providing classroom supplies or materials or awarded for any other non- academic work.

## HOMEWORK

The district considers homework as an extension of learning beyond the classroom. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

The primary objective of homework is to reinforce student learning and improve student performance. Teachers should systematically assign homework, evaluate student work, and provide student feedback. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students. Homework should be reasonable in terms of student time and available resources. To the extent possible, assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any time. Assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance.

Homework may be assessed in a variety of ways. Student completion of homework for grading should be considered. It is considered appropriate to assign the reading or outlining of a chapter prior to class coverage. Direction should be given to help students concentrate on major points (i.e., student objectives for the content presented). Effective homework includes the following:

- Structure homework to ensure high completion rates.
- Provide feedback on homework to students to identify their progress toward goal attainment.
- Build upon concepts and skills previously introduced in the classroom.
- Encompass a variety of activities.
- Encourage independent learning, responsibility, and self-discipline.
- Require students to apply various thinking skills.
- Assign homework to the student's ability level.
- Refrain from using homework as a disciplinary measure.

Specific Homework Guidelines for Grades K-4 will be addressed in the Reporting of Progress section.

## MAJOR ASSESSMENTS AND REVIEWING TESTS

A variety of major assessments—including traditional multiple-choice tests, essays, projects, and other formats—will be used each nine weeks to evaluate student learning. Assessments are an essential part of the instructional process, and students will have the opportunity to review their graded work and ask questions with their teacher during class before new assessments are given. Reviews should occur within a reasonable amount of time following the return of the assessment to ensure timely feedback and support continued learning. Test reviews (prior to assessments), if given, are designed to reinforce students' understanding of major course content, helping them synthesize and apply knowledge rather than memorize specific questions. Effective reviews focus on key concepts, summaries, sample question types, and test-taking strategies while avoiding the disclosure of actual test items or answers. If given, all students will receive the same review materials (across the same subject), and review sessions should encourage active participation and clarification of content.

## RETURNING ASSIGNMENTS AND TESTS

All tests given shall be graded and returned within five school days of the date given (except for major projects or essays which must be returned no later than 10 school days). Exceptions to the five-day return of tests will only be provided to accommodate absent students grades 9-12. In this circumstance, all tests will be returned to students no later than ten school days following the initial test date. All student work shall be returned to the student, including but not limited to exams, quizzes, research papers, projects, daily work, and homework, according to established timelines for grades posted in Skyward.

Exceptions to the return of students' tests will be semester exams and all AP exams using copyrighted College Board questions. These tests may be reviewed with the teacher at the parent's request. Teachers using copyrighted AP College Board test questions will remove these questions prior to returning the test to students. Exams purchased by the district may be viewed but not released to parents. These include, but are not limited to, the cognitive abilities (CogAT) and achievement tests (ITBS), credit by exams, and any other copyrighted materials. Any assessment not returned to students must be retained through the summer for one school year.

## ASSESSMENT SCHEDULING

Major tests should be coordinated so that students do not have multiple exams on the same day. Principals will ensure that, to the extent possible, major tests are distributed over multiple days. Each campus will establish its own schedule.

## STUDENTS CHECKING WORK AND POSTING OF GRADES

Students may grade or check their own work at the teacher's discretion. Teachers and students are not permitted to call out grades. In addition, grades may not be posted in any manner where other students can identify individual student scores.

## TIMELINE FOR POSTING GRADES IN SKYWARD GRADEBOOK/FAMILY ACCESS

The following timeline is a maximum number of days for a teacher to post grades to Skyward Family Access for student and parent viewing. Exceptions will be given to assignments that include a written component which requires additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data- based inquiries, etc. Teachers will communicate an intended timeline for grade posting.

## REDO OR RETAKE OF MAJOR ASSESSMENTS

The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo a major assignment or retake a test for which the student received a failing grade. This applies only to major assignments, major projects, and tests. The maximum grade that can be achieved is a passing score of 70, semester final examinations are excluded. The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

- Students may not be permitted to redo an assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty.
- Students may not be permitted to redo a major assignment or major project or test if they receive a zero on any part of a longer assignment with multiple elements (for example, research papers).
- Students participate in any reasonable reteaching or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test.
- Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the teacher; and
- The student will take the re-test at the agreed time.

## SEMESTER EXAMS

Semester exams will be administered to students taking courses traditionally in grades 7-12 and each semester exam will count for 20% of the overall semester average in the course.

## LATE WORK

**For Grades 7-12:** The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed by the assigned time and date. This includes all assignments included in a long-term assignment. If a student does not turn in an assignment by the due date, then students will have two class periods to turn in the assignment late, but points will be deducted. After one class session late, the work may only be eligible to receive 70% of the original assigned points. Beyond one class session late, the work may only be eligible to receive 50% of the original assigned points. Students with extended time accommodations written into their IEPs or IAPs (504) will be addressed on an individual basis. **For Grades 5-6:** If a student turns in an assignment one day late, then 15 points may be deducted from the original grade. On the second day the

assignment is late, then 30 points may be deducted. The assignment may not be accepted after the third day. **For Grades 3-4:** Ten points may be deducted per day for an assignment turned in late. The assignment may not be accepted after the third day.

## MAKE-UP WORK FOR STUDENTS

For all assignments, not major assessments, students are given the number of days absent to make up work assigned in their absence. Students will be responsible for obtaining, completing, and turning in the make-up work within the time frame.

Missed semester exams must be made up within a two-week period. Missed first semester exams must be made up within the first two weeks of the second semester. Missed second semester exams must be made up within the first two weeks following the last school day of the year. Extenuating circumstances are to be discussed with the campus principal.

## EXEMPTION TO COMPULSORY ATTENDANCE RELATED TO MAKE-UP WORK FOR STUDENTS

Unreported absences to the campus will be recorded as unexcused. Assignments for unexcused absences may be recorded as zeros. State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious Holy Days: Students who miss school due to a religious holiday must be allowed time to make up the missed work and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law.
- Required court appearances.
- Activities related to pursuing enlistment in a branch of the U.S. armed services or Texas National Guard.
- Activities related to obtaining United States citizenship; service as an election clerk; and
- Documented health care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

## WAIVER FOR UIL PARTICIPATION IN ADVANCED COURSES

Students participating in any Honors, Gifted and Talented, Advanced or Advanced Placement courses in grades 9-12 may be granted one waiver for one course in a semester in which the student made a failing grade of no less than 60%. Pending principal or principal designee approval, a student who has received an approved waiver and is passing all other courses may regain UIL eligibility.

## HIGHER EDUCATION VISITS

In addition, a junior or senior student's absence of up to two days per academic school year related to visiting a college or university may be considered an exemption provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed per policy.

## TUTORIAL REQUIREMENTS

The campus will provide tutorial services. All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

## OPTIONAL SUMMER ASSIGNMENTS FOR COURSES

All summer assignments are optional and designed to support students in reviewing prior knowledge and preparing for upcoming coursework. Optional summer assignments may be posted on the district website for students who wish to engage in enrichment or preview course content. Students who are new to the district or transferring into a course will not be required to complete summer assignments but may choose to do so voluntarily.

## STUDENT ASSISTANCE TEAM (SAT)

Carroll ISD teachers will implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodation does not result in student success, the teacher may

request help from the campus Student Assistance Team (SAT). The SAT is typically composed of a counselor, administrator, teacher(s), and parents. Other CISD staff members may be invited to attend. Additional information regarding the SAT process is found in the Student Assistance Manual provided to each campus. Please note that parent notification of the SAT meeting is required.

The SAT may recommend that the teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. Teacher(s) will gather data on the student's performance throughout the intervention process and will periodically report the results to the SAT. Ultimately if the interventions do not result in improved student performance, the SAT may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act (as amended).

## STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate certain knowledge and skills regardless of his/her disability. If alternate methods of testing or modified grading are required, it should be documented in the accommodations section of the IEP or Section 504 Individual Accommodation Plan. All teachers working with the students should be aware of these accommodations and should follow the IEP or Section 504 accommodations as indicated. The teacher must receive and sign copies of the accommodation plan.

## ESL MODIFICATION REQUIREMENTS

Students who are Emergent Bilingual (EBs) and receive English as a Second Language (ESL) Services

### 1. Language Proficiency Assessment and Accommodations

All EB students receiving ESL services are entitled to linguistic accommodation in both instruction and assessment, as determined by the Language Proficiency Assessment Committee (LPAC). Teachers are required to:

- Implement accommodations based on the student's English Language Proficiency Standards (ELPS) and TELPAS proficiency levels (Listening, Speaking, Reading, Writing).
- Use accommodation consistently in instruction, classroom assignments, tests, and homework.
- Collaborate with ESL staff and LPAC to ensure appropriate support is in place.
- Document the use of accommodations and instructional adjustments.

### 2. Grading Based on TEKS Mastery, Not English Proficiency

Grades must reflect a student's understanding of grade-level content, not their ability to communicate it in English. Therefore:

- Students may demonstrate knowledge through linguistically appropriate formats (e.g., drawings, oral responses, native language use, simplified tasks).
- Assessment tasks should be linguistically scaffolded to measure the intended content standards.
- Academic performance must not be penalized due to limited English proficiency.

### 3. Grading by Proficiency Level

Accommodations and grading expectations should align with each student's current English proficiency level, as outlined in TELPAS. The following provides guidance:

- **Beginning to Low Intermediate Proficiency**
  - Students should receive a passing grade if they:
    - Bring the necessary materials and participate regularly.
    - Attempt all modified work to the best of their ability.
    - Use available support (e.g., bilingual dictionaries, visuals, word walls).
    - Participate in class using verbal or non-verbal communication.
    - Complete parts of assignments or demonstrate effort in alternative ways (oral, drawing, gestures).
  - Teachers should not assign failing grades unless students consistently refuse to participate despite scaffolding.
- **High Intermediate to Advanced Proficiency**
  - Students should be given standard grades for modified/accommodated work.
  - Examples of modifications include:
    - Read aloud instructions or questions.
    - Use of word banks, bilingual glossaries, or sentence stems.
    - Extended time.
    - Simplified vocabulary or reworded prompts.

        - Graphic organizers or visuals to aid understanding.
    - Use ELPS Proficiency Level Descriptors (PLDs) to define reasonable expectations for language output by domain.
- **Advanced High Proficiency**
    - Students are expected to perform at or near grade level with minimal linguistic support.
    - Limited test accommodations may include:
        - Extended time.
        - Access to ESL or bilingual dictionaries.
        - Clarification of vocabulary in test items or prompts.
    - Homework and classwork may still be linguistically simplified as needed.

### 4. Grading Flexibility for Newcomers

- For students who are new to U.S. schools and at the Beginning level, the LPAC may approve Pass/Fail grading for up to one academic year.
- This option must be reviewed and documented by the LPAC, and it should be accompanied by intensive support and progress monitoring.

### 5. Alternative Assessments

Teachers are encouraged to use multiple formats for assessing content mastery:

- Oral responses or interviews.
- Visual projects or posters.
- Graphic organizers.
- Portfolio-based assessments.
- Group work with language scaffolds.

These methods help students demonstrate knowledge while continuing to build English proficiency.

### 6. Teacher Collaboration and Documentation

- Content area teachers and ESL staff must collaborate regularly to design instruction and assessments that support both language development and content mastery.
- Use lesson plans or accommodation logs to document strategies and grading practices used with EB students.

### 7. Family Communication

- Communicate grading practices and student progress in the family's preferred language when possible.
- Clarify that accommodations and supports are designed to help students meet grade-level expectations while developing English proficiency.

### 8. Resources for Teachers

- TXEL.org ELPS Toolkit
- TEA Emergent Bilingual Resources
- ELPS- Linguistic Instructional Alignment Guide
- TELPAS Proficiency Level Descriptors (PLDs)

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## ENCORE GRADING GUIDELINES

Encore teachers are required to keep records of student participation and progress. In the event that a student is performing below expectations, specifically at a Needs Improvement or Unsatisfactory level during the progress report period, the Encore teacher will communicate this information to the student's parents.

E - Excellent
S - Satisfactory
N - Needs Improvement
U - Unsatisfactory

## PROMOTION GUIDELINES FOR GRADES K-8

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. (Policy EIE)

- Grades K–1: In kindergarten through grade 1, promotion to the next grade level shall be based on 70 percent mastery of the level 3 Mastered Expectations for each subject as indicated on the report card.
- Grades 2-8: In grades 2 through 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon 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.

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the campus Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with law. The student shall not be promoted unless:

- All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
- The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

## ATTENDANCE

State law requires students to be in attendance 90 percent of the days a class is offered in order to gain credit or be considered for promotion. When a student's attendance falls below 90 %, but remains at least at 75% of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. If the student fails to successfully complete the plan, or when a student's attendance drops below 75% of the days the class is offered, the student/parent may petition the attendance committee for review.

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## PRESCHOOL, ELEMENTARY, AND INTERMEDIATE GRADING GUIDELINES

### CISD BLENDED PREKINDERGARTEN

Students in prekindergarten will receive CIRCLE Progress Monitoring Student Summary Reports three times a year. Key concepts and personal development are evaluated by teacher observation and assessments administered at the beginning of the year, middle of the year and end of the year. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. Teachers are encouraged to communicate progress through regular communication with parents in addition to **CIRCLE Progress Monitoring**.

- **CIRCLE Test** will be given three times per year. (This is due to High Quality PreK Standards.) Standards based grading for PreK 3 year will occur in the 2nd, 3rd, and 4th nine weeks for PreK. Standards based grading for PreK 4 year will occur in the 1st, 2nd, 3rd, and 4th nine weeks for PreK.

### REPORTING OF PROGRESS FOR KINDERGARTEN THROUGH FIRST GRADE

Progress of students in grades kindergarten and first, will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include information regarding reading level, fluency, and comprehension.

#### 3 = Mastered Expectation

- The student has mastered this standard.
- The child consistently demonstrates mastery.

#### 2 = Making Progress

- The student needs help demonstrating mastery of this standard.
- The student's mastery of the standard fluctuates between different learning experiences.

#### 1 = Below Grade Level Expectations

- Teachers are expected to contact each student's parents prior to assigning any grade of 1 in any area.
- The student has not mastered the standard.
- The student is performing below grade level expectations.

### REPORTING OF PROGRESS FOR SECOND GRADE

- All grades will be daily grades.
- Number of grades per grading period: Math-nine, Reading Language Arts-nine, Science- six and Social Studies six.

## HOMEWORK TEACHER GUIDELINES

### Kindergarten-Second Grade

All homework assignments are optional. Students are not obligated to complete these assignments, and no grades will be assigned, nor penalties enforced, for their completion or noncompletion.

Homework could include:

- 20 minutes of reading per night
- Phonics/Spelling Practice
- Math Practice
- One double sided page of work - daily
- Packet with multiple pages to be completed throughout the week - weekly
- Gathering materials or information for projects to be completed at school

Homework cannot include:

- Packets with multiple pages to be completed in one night nor projects to be completed at home

Teachers can:

- Review homework for any needed corrections
- Track students that turn in homework and performance level

- Use homework to inform instructional decisions
- Communicate at home practice through the weekly newsletter

### Third-Fourth Grade

When homework is assigned, it is expected to be completed. There will be no grades assigned to homework, however teachers can assign a consequence (such as signing a student's folder).

Homework could include:

- 20 minutes of reading per night
- Phonics/Spelling Practice
- Math Practice
- One double sided page of work - daily
- Packet with multiple pages to be completed throughout the week - weekly
- Gathering materials or information for projects to be completed at school

Homework cannot include:

- STAAR Practice
- Packets with multiple pages to be completed in one night
- Skills or content that has not yet been taught

Teachers can:

- Review homework for any needed corrections.
- Track students that turn in homework and performance level
- Use homework to inform instructional decisions
- Communicate at home practice through the weekly newsletter

**WEIGHTING OF GRADES FOR THIRD AND FOURTH GRADE**

| Category | Weighting | Minimum Number of Assignments per Grading Period |
|---|---|---|
| Tests (including major essays and projects) | 40% | 2 per core content 1st Grading Period ONLY.<br>3 per core content for Grading Periods 2, 3, and 4. |
| Daily Work/Quizzes | 60% | 6 per core content in a single Grading Period. |

**WEIGHTING OF GRADES FOR FIFTH AND SIXTH GRADE**

| Category | Weighting | Minimum Number of Assignments per Grading Period |
|---|---|---|
| Tests (including major essays and projects) | 50% | 3 |
| Daily Work/Quizzes | 50% | 8 |

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## CONDUCT GRADES

If a student in grades 2-6 transfers to Carroll ISD with a standards-based report card, then one of the following charts should be used.

| Score | Category | Explanation |
|---|---|---|
| E | Excellent | The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations. |
| S | Satisfactory | The student has a good attitude, is cooperative, and generally observes school rules and regulations. |
| N | Needs Improvement | The students' attitude needs to improve. Infractions of school and classroom rules exist. |
| U | Unsatisfactory* | The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school, classroom rules, and regulations. |

*If a student is exhibiting unsatisfactory conduct, the teacher shall:

- Notify parents and suggest a conference.
- Refer the student to the Student Assistance Team (SAT).
- Request referral to the Counselor; or
- Notify the Principal.

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## MIDDLE SCHOOL GRADING GUIDELINES

Below is the method by which grades will be calculated by category to determine the grading period grades for a student.

### WEIGHTING OF GRADES FOR SEVENTH AND EIGHTH GRADE

| Category | Weighting | Min/Max Number of Assignments per Grading Period |
|---|---|---|
| Major | 50% | 3-4 grades* |
| Minor | 50% | 10-14 grades |

All assignments/grades must be out of 100 points.
All assignments/grades will be entered into the gradebook individually and cannot be combined/averaged together with other assignments/grades.
*Due to the extensive testing schedule during the fourth quarter, the required number of major grades will be 2-3.

Semester exams will count for 20% of the overall semester average in the course.

## UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the Incomplete was replaced with a passing grade prior to the end of the seven-day grace period. Students with an “Incomplete” grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy for time allowed for make-up work and the conditions under which make-up work is allowed.

## HIGH SCHOOL CREDIT COURSES

Students in grades 7 or 8 are allowed to take a maximum of three courses that count toward their high school graduation.

## HIGH SCHOOL AND SENIOR HIGH SCHOOL GRADING GUIDELINES

Below is the method by which grades will be calculated by category to determine the grading period grades for a student.

### WEIGHTING OF GRADES FOR HIGH SCHOOL CREDIT

| Category | Weighting | Min/Max Number of Assignments per Grading Period |
|---|---|---|
| Major | 60% | 3-4 grades* |
| Minor | 40% | 10-14 grades |

All assignments/grades must be out of 100 points.
All assignments/grades will be entered into the gradebook individually and cannot be combined/averaged together with other assignments/grades.
*Due to the extensive testing schedule during the fourth quarter, the required number of major grades will be 2-3.

Semester exams will count for 20% of the overall semester average in the course.

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## WEIGHTED GRADING FOR ADVANCED AND HONORS COURSES

All Honors, GT, Advanced, and Advanced Placement courses are weighted when calculating the weighted Grade Point Average (GPA). The course is labeled Honors if there is no corresponding Advanced Placement course offering. A course is labeled Advanced if there is a subsequent Advanced Placement course offered. The district shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

- Students will earn 7 points per course per semester for Honors and Pre-AP Courses in which they have earned a semester grade of 70 or higher.
- Students will earn 10 points per course per semester for AP courses in which they have earned a semester grade of 70 or higher.
- The weighted points are not added until the semester is completed; and
- If a student is in an Honors, Advanced, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade.

The district shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale: (1) Advanced Placement plus ten; (2) Honors/Advanced plus seven; and Regular plus zero. The weighted points are not added until the semester is completed. If a student is in an honor, Advanced, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade. (Policy EIC)

## AWARDING OF CREDIT IN HIGH SCHOOL CREDIT COURSES

Determining Credit for Courses:

- To receive credit for a one-semester course, a student must pass the semester with a score of 70 or higher. Each semester grade stands alone for GPA purposes and will be posted on the official transcript with the appropriate credit awarded.
- To receive credit for a two-semester course, a student must pass each semester with a score of a 70 or higher or students who fail either semester of a two-semester course can regain by average- passing the course for the year.
- When a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the district shall award the student credit for the half with the passing grade.
- If a student fails both semesters of a course, then both semesters must be repeated.