JARRELL INDEPENDENT
SCHOOL DISTRICT

2023-2024

Course Selection Guide

The Mission of Jarrell Independent School District is to provide exceptional services and cohesive solutions that enhance the student learning experience, through continued innovation as well as development of career skills and positive technical experiences.

Board of Trustees

President, Crystal Phalen
Vice President, Jenny Arnold
Bruce Epstein
Tamara Dozier
Dave Lovelace
Ginger Martinez

District Administration

108 E. Ave. F
Jarrell, Texas 76537
512-746-2124

Dr. Toni Hicks, Superintendent
Laura Buckley, Assistant Superintendent

Jarrell Middle School
101 E. Avenue F.
Jarrell, TX 76537

Jarrell High School
1100 W. FM 487
Jarrell, TX 76537

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Toni Hicks, Superintendent, 108 E. Ave. F, Jarrell, Texas 512-746-2124.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. Toni Hicks, Superintendent, 108 E. Ave. F, Jarrell, Texas 512-746-2124.
- All other concerns regarding discrimination: See the superintendent: Dr. Toni Hicks, Superintendent, 108 E. Ave. F, Jarrell, Texas 512-746-2124

Dear parents and students,

Jarrell ISD is pleased to provide this Course Selection Guide, designed to provide parents and students with helpful information regarding courses offered at Jarrell High School and Jarrell Middle School. As you review this important document, I invite you to map your future and develop a personal graduation plan.

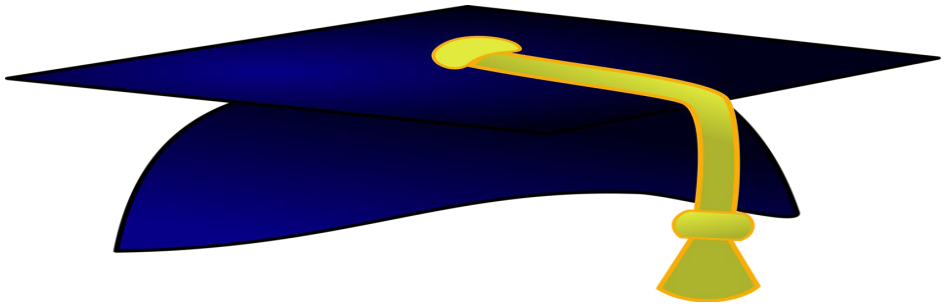
The Jarrell ISD Board of Trustees, administrators, counselors, and teachers want your school experience to be enriching and fun. Course selection and planning is a serious undertaking. Although some courses will be determined by the selected graduation plan, Jarrell ISD students have many choices to make during their educational experience. Challenge yourself and explore your interests. Research shows that students who take more rigorous courses in math, science, and the humanities, participate in advanced programs, and earn college credit while in high school are more likely to be successful in college and in their careers.

Be aware that changes sometimes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). The campus counselor will communicate any changes that are required. Otherwise, students will graduate with the course requirements in place when they enter their freshman year in high school. If you have questions regarding graduation requirements, particular courses and/or the course selection process or scheduling, please contact the campus school counselor.

In Jarrell ISD, we strive to empower future-ready citizens, provide opportunities, inspire excellence, and cultivate innovation. The faculty and staff look forward to the coming year of opportunities and remain committed to excellence.

Sincerely,
Dr. Toni Hicks
Superintendent
Jarrell Independent School District

Jarrell ISD Graduate Profile



A Jarrell ISD Graduate
has a solid academic foundation, a strong integrity, and…

exhibits mindfulness and wellness.
Jarrell ISD graduates exhibit safe, respectful, and responsible decision-making skills; engage in healthy life choices; understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain healthy relationships.

acts as a servant leader.
Jarrell ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritize the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

communicates effectively.
Jarrell ISD graduates are literate and articulate; communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and are proficient with the use of technology for presentation purposes.

thinks critically and analytically.
Jarrell ISD graduates are visionary and solution-oriented problem solvers; are inquisitive and innovative; have the courage to actively challenge conventional methods to improve themselves and the world around them; and meaningfully and practically apply knowledge in productive ways;

strives to be a compassionate and culturally aware citizen.
Jarrell ISD graduates are ethical decision-makers, exhibiting care and concern for others; are inclusive and embrace differences; work for the common good; actively engage in improving our diverse community; and are safe, respectful, responsible, trustworthy, and self-disciplined.

explores perspective.
Jarrell ISD graduates work effectively with others to achieve group goals; interact with others in a way that shows respect for their ideas & behaviors, use cooperation and tolerance in social situations; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

aspires to be a continuous learner.
Jarrell ISD graduates set and evaluate goals; seek opportunities to learn and grow; adapt to change; approach life with wonder and curiosity; are creative and academically prepared to pursue and attain futures beyond what they can imagine!

Table of Contents

How to Use the JISD Course Selection Guide

Planning Your Course of Study

Planning your course of study during middle and high school is an important step in preparing for your future. The decisions you make, along with the courses you take, will affect your success and readiness for college and/or a career. Please use this guide to plan your coursework and future. You have many important decisions to make. Take them seriously and make them count!

Course Selection Checklist

✔ Determine your passions and interests. Consider your post-secondary education plans and career interests. Decide which college or other post-secondary programs you might attend.

✔ Use the Texas OnCourse Map My Grad to further explore your interests and strengths and to determine which Endorsement best matches your interests and goals.

- STEM
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

✔ Review the state and local course requirements included in the guide by reviewing the middle school requirements on page 45 and the high school graduation requirements on page 7.

✔ Do you want to graduate on the Distinguished Plan? Review the requirements on page 8.

✔ Study the endorsement requirements and programs of study on pages 11-23 and determine a plan of action.

✔ If you're planning to graduate with Academic Acknowledgements, review the information on page 34.

✔ Interested in advanced academics like AP, Dual Credit or Dual enrollment? You'll want to visit that section of the guide on pages 35-37.

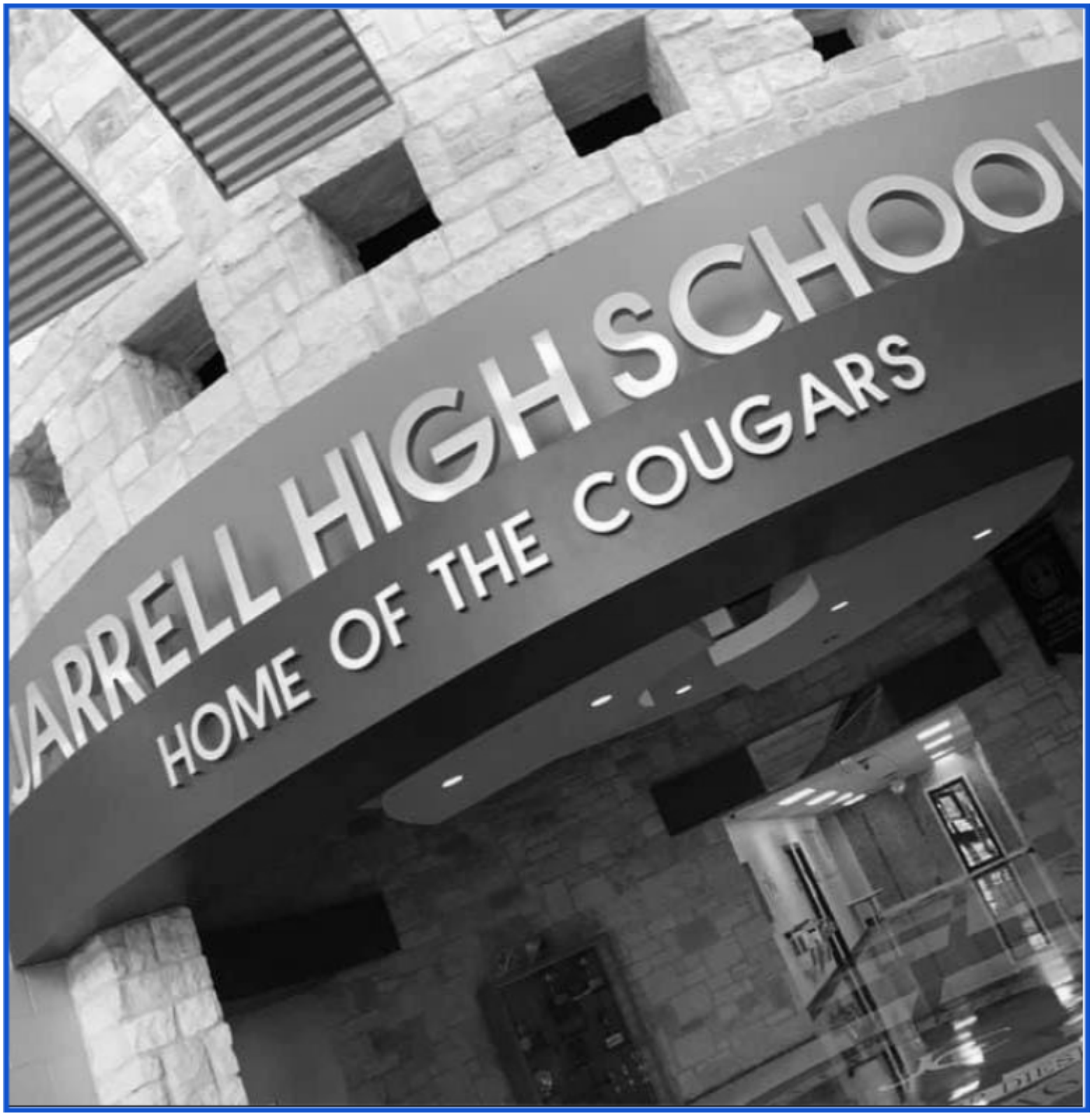
✔ Prepare for the annual individual conference with your counselor! Learner informational meetings will be held during Spring registration. Learners will be guided through course selections during individual conferences to confirm course selection. During this one-on-one meeting, you will declare or review your endorsement and program of study, prepare, review or revise your Career Plan (Four-year Plan), and discuss current status and future plans.

✔ Be sure to track your progress toward graduation.

Please note:

Counselors advise all students of course requirements and graduation requirements under current Texas law. The school cannot take total responsibility for the proper choice of subjects for either students' graduation or college entrance. Students should carefully check the local graduation requirements and the catalog of the college of choice before choosing courses. A useful reference site in this regard is www.collegeboard.com. Under no circumstances should students depend on any high school official to choose the correct courses for their future.

The counselors, the administration, or other faculty members will be glad to assist students at any time, but students and parents must make the final choice. The parent/guardian must approve changes. The administrator or administrative designee must approve schedule changes. Students graduating on the Recommended Plan/Foundation + Endorsement Plan are eligible to receive additional State financial aid. The Texas Grant and Exemption Program is an award of varying amounts to assist certain students who graduate on the recommended high school program with college expenses. For more information on the TX Grant and the TEXAS B-on-Time Loan, the student should review the website (www.collegefortexans.com).



Jarrell High School

1100 FM 487
Jarrell, Texas | 512-746-2188
Principal - Andrew Maddox

High School Graduation Requirements

A student's graduation plan is determined by the year that the student enters the 9th grade unless law mandates a change. All Texas students who entered high school in the 2014-2015 school year or after will graduate on the Foundation High School Program (FHSP). This graduation plan consists of 22 credits plus the addition of one endorsement for a total of 26 credits. In addition to this opportunity to build on the FHSP by earning endorsements, students will also be able to earn a Distinguished Level of Achievement and Performance Acknowledgements.

To better understand the graduation requirements, please see the chart below.

Foundation Plan + Endorsement **26 CREDITS**		**Distinguished Level of Achievement + Endorsements** **26 CREDITS**	
English/Language Arts ELA I, II, III, one advanced English credit	**4 credits**	**English/Language Arts** ELA I, II, III, one advanced English credit	**4 credits**
Math Algebra I, Geometry, two advanced math credits	**4 credits**	**Math** Algebra I, Geometry, Algebra II & one advanced math credit	**4 credits**
Science Biology, IPC, Chemistry or Physics: two advanced science credits	**4 credits**	**Science** Biology: IPC, Chemistry or Physics: two advanced science credits	**4 credits**
Social Studies World Geography or World History: U.S. History; Government (.5 credit) and Economics (.5 credit)	**3 credits**	**Social Studies** World Geography or World History: U.S. History; Government (.5 credit) and Economics (.5 credit)	**3 credits**
Languages Other Than English*	**2 credits**	**Languages Other Than English***	**2 credits**
Physical Education	**1 credit**	**Physical Education**	**1 credit**
Fine Arts	**1 credit**	**Fine Arts**	**1 credit**
Prof Communications/Dollars & Sense	**1 credit**	**Prof Communications/Dollars & Sense**	**1 credit**
Electives	**6 credits**	**Electives**	**6 credits**
Credit requirements specific to at least one endorsement		**Credit requirements specific to at least one endorsement**	

Students who exhibit proficiency in a foreign language may take the AAPPL exam to receive LOTE course credit in lieu of taking the courses. For additional information on the AAAPL exam visit https://www.languagetesting.com/lti-for-organizations/k-12-aappl.
AAPPL testing is coordinated by the high school counselors.

Note: Honors, AP, Dual Credit, and OnRamps courses may be substituted for requirements in appropriate areas.

Distinguished Level of Achievement Plan

The Distinguished Level of Achievement is the highest graduation plan in the state of Texas for students entering high school in 2014-2015 and beyond. A student may earn a Distinguished Level of Achievement by successfully completing:

- The curriculum requirements for Foundation High School Program
- The curriculum requirements for one or more endorsements
- Four credits in mathematics, which must include Algebra II

Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement

Choices Determine Options
Most of the high-skill, high-wage, and in-demand jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue an industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices you make in high school will determine your future options.

To best prepare yourself now for the transition to postsecondary education and career entrance, choosing and taking the right classes is essential.

Distinguished Level of Achievement
The distinguished level of achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

A student must earn the distinguished level of achievement to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Why it matters — *Benefits*
The distinguished level of achievement opens a world of educational and employment opportunities for you beyond high school. The distinguished level of achievement does the following:

- **Allows you to compete for Top 10% automatic admissions eligibility at almost any Texas public university;**
- **Makes you a more competitive applicant at selective colleges and universities;**
- **Prepares you for college-level coursework at community/technical colleges and universities;**
- **Lays a strong foundation for successful completion of an industry workforce credential or college degree.**

Parent/Student Guide to a Typical Four-Year Plan

To help you to map out your plan and to keep track of progress, a typical 4-year plan is outlined below. This working document should be used to guide you as you navigate the course selection guide and learn more about the Distinguished Plan, endorsements & programs of study, performance acknowledgments, advanced academics, college readiness and much more.

FRESHMAN YEAR 1. English 1 On-Level or Honors English 2. Algebra 1 or Honors Geometry 3. World Geography On-Level or Advanced Placement Human Geography 4. Biology On-Level or Honors Biology 5. PE/Athletics/ Band 6. Foreign Language 7. Endorsement Elective 8. Elective	**JUNIOR YEAR** 1. English 3 On-Level or Dual Credit 2. Algebra 2 On-Level or College Algebra OnRamps or Pre-Cal Honors 3. US History On-Level or Dual Credit 4. Physics On-Level, OnRamps Physics, or additional science 5. *Prof Communications & Dollars and Sense (Unless previously completed) 6. Endorsement Elective 7. Elective 8. Elective
SOPHOMORE YEAR 1. English 2 On-Level or Honors 2. Geometry On-Level or Honors or College Algebra OnRamps 3. World History On-Level or World History AP 4. Chemistry On-Level or Honors 5. Foreign Language 6. Fine Art 7. PE/Athletics/Band 8. Endorsement Elective	**SENIOR YEAR** *Seniors may be eligible to have a less than 8 period day allowing them to arrive later or leave earlier. This schedule is dependent on course completion and meeting graduation requirements early.* 1. English 4 (Level or Dual Credit) 2. Pre-Cal Honors or AP Calculus 3. Government/Economics (Level or DC) 4. 4th year Science Elective 5. Endorsement Elective 6. Elective 7. Elective 8. Elective

AP = Advanced Placement; DC = Dual Credit

*Local Requirement

4-Year Plan Worksheet

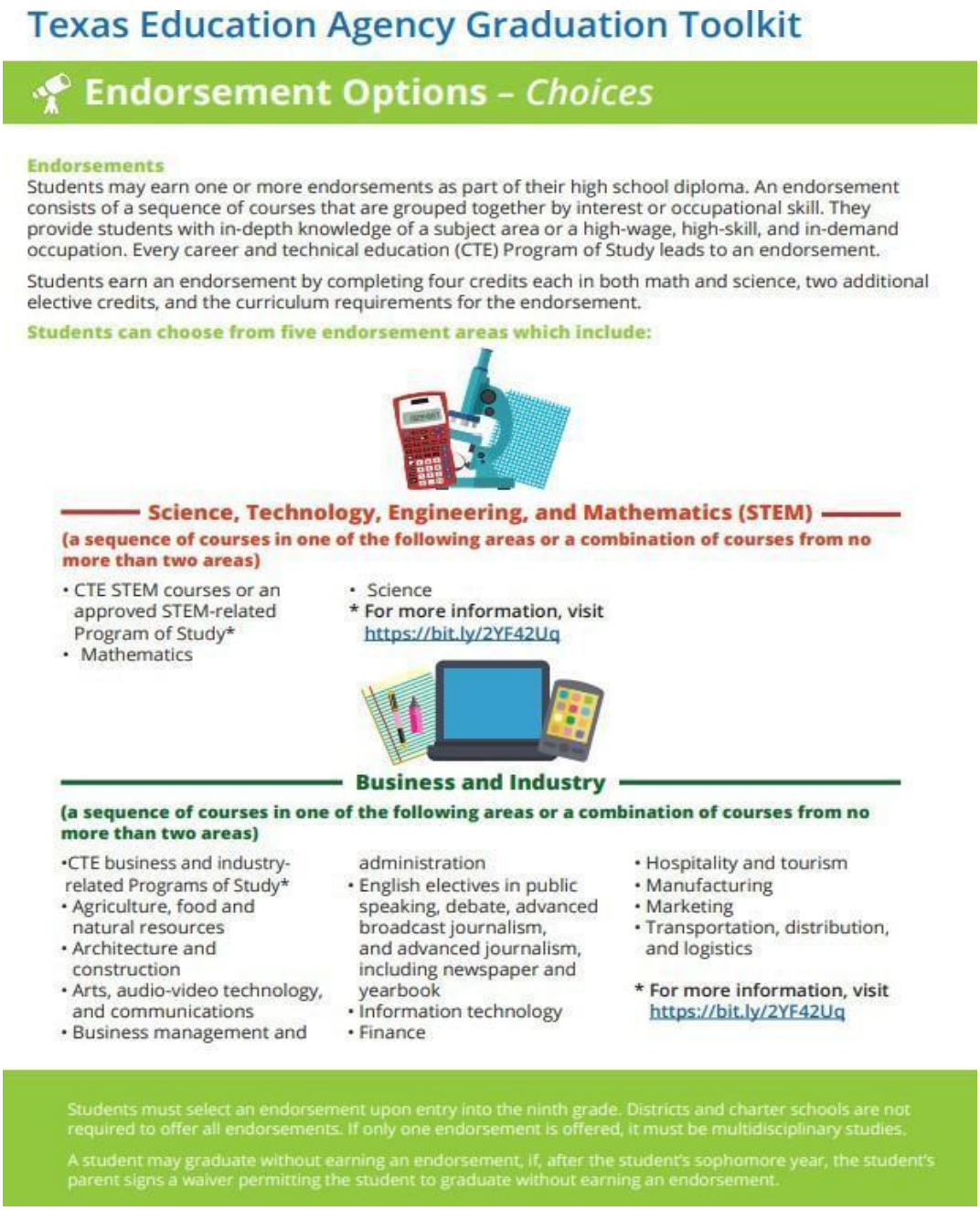
Freshman Year	Sophomore Year
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
Junior Year	**Senior Year**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Endorsement Overview and Options

As mentioned previously, students have an opportunity to build on the FHSP by earning endorsements. Students entering 9th Grade must choose from one of five endorsements: Science, Technology, Engineering & Math (STEM), Business & Industry, Public Service, Arts & Humanities, and Multidisciplinary. There are just a few things to keep in mind related to endorsements:

- Students have opportunities to change endorsement areas during the time of course selection every year; see counselor for information.
- A student may elect to graduate without an endorsement under the high school foundation program with school administrator approval after the student's sophomore year. The student and the student's parent or guardian must be advised by the school counselor of the benefits of graduating with one or more endorsements and the student's parent or guardian must file written permission with the high school allowing the student to graduate without an endorsement.

See the infographic below and the TEA Graduation Toolkit for more information.



Public Service

(a sequence of courses in one of the following areas)

- CTE public-service-related Programs of Study*
- Human services
- Law, public safety, corrections, and security
- Health science
- Education and training
- Government and public administration
- Junior Reserve Officer Training Corps (JROTC)

*** For more information, visit** https://bit.ly/2YF42Uq

Arts and Humanities

(one of the following)

- Two levels each in two languages other than English (LOTE)
- Four levels in the same LOTE
- Courses from one or two disciplines in fine arts (music, theater, art, dance, or film)
- English electives not included in the business and industry endorsement
- Social studies
- American Sign Language (ASL)

Multidisciplinary Studies

(one of the following)

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation
- Four credits in each foundation subject area, including chemistry and/or physics and English IV or a comparable Advanced Placement (AP) or International Baccalaureate (IB) English course
- Four credits in AP, IB, or dual credit courses selected from English, mathematics, science, social studies, economics, LOTE or fine arts

*Students may earn more than one endorsement.
Visit your school counselor to learn more about your options.

7

Endorsements & Jarrell ISD's Programs of Study

Within the 5 endorsements, there are 19 programs of study. To better understand which programs of study are offered at JISD, look at the chart below.

				
STEM	**BUSINESS & INDUSTRY**	**PUBLIC SERVICE**	**ARTS & HUMANITIES**	**MULTI-DISCIPLINARY**
Advanced Math Advanced Science *Computer Science (Programming and Software Development) *Engineering *Robotics (Adv Manufacturing & Machinery Mechanics) All programs of study with an asterisk are considered STEM programs of study if all course requirements in the sequence are completed AND the math and science requirements are completed… Algebra II, Physics, and Chemistry. (See STEM Endorsement Table for more information.)	Accounting & Financial Services *Animal Science Applied Agricultural Engineering Business Management Culinary Arts Design & Multimedia Arts *Digital Communications Marketing * Plant Science	*Healthcare Therapeutic Family and Community Services	4 levels in the same LOTE Courses from one or two areas (music, theater, art, dance) in fine arts	Four credits in each of the four foundation subject areas to include English IV & Chemistry and/or Physics. Four credits in AP or dual credit/ concurrent enrollment selected from English, mathematics, science, social studies, LOTE, and Fine Arts.

To complete a program of study and earn an endorsement, a student must earn 4 credits within the program of study. In the charts on the following pages, courses are listed for the programs of study within each of the 5 endorsements. For specific course information, please see the course information section of this guide. Some of the programs of study allow for a career preparation opportunity.

Prospective Career Preparation education students:

- Must be 16 years old and classified as a Junior (11th) or Senior (12th) at the beginning of the school year.
- Should have no more than five (5) classes other than their Cooperative Education class.
- Must provide their own transportation to and from their training station.
- Must complete all requirements on Career Preparation application before enrollment.

If approved Career Preparation education students:

- Must be employed before the first day of school in August.
- Must sign and agree to follow the Training Agreement form and Course Responsibilities form.
- May NOT be employed by their parents or an immediate member of their family.
- Must bring a check stub, during the first two weeks of school, showing that the legally required deductions are taken out of earnings (Students may NOT be paid in cash.)

STEM Endorsement:

Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
Advanced Math	Algebra I	Geometry	Algebra II	Two Additional mathematics courses for which Algebra II is a prerequisite.
Advanced Science	Biology	Chemistry	Physics	Two additional science courses from the approved list.
Algebra II, Physics, and Chemistry and all course requirements in a sequence must be completed to get a STEM endorsement for any of the programs of study below.				
Robotics (Advanced Manufacturing & Machinery Mechanics)	Principles of Applied Engineering 1 Credit	Robotics I 1 Credit	Engineering Design & Presentation 1 Credit	Robotics II 1 Credit
Computer Science (Programming Software & Development)	Fundamentals of Computer Science (JMS ONLY) 1 credit AP Computer Science Principles (JHS ONLY) 1 credit	Computer Science I 1 Credit	AP Computer Science A 1 Credit	Computer Science II 1 Credit
Engineering	Principles of Applied Engineering 1 Credit	Engineering Science 1 Credit	Aerospace Engineering (PLTW) 1 Credit and Intro to Aircraft Technology 1 Credit	Practicum in STEM 2 Credits

STEM COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
5511	N1303745	Aerospace Engineering	11-12	1 Credit	
5905	A3580300	AP Computer Science Principles	9-12	1 Credit	
5906	A3580110	AP Computer Science A (Math)	9-12	1 Credit	
5907	A3580120	AP Computer Science A (LOTE)	9-12	1 Credit	
5802	03580200	Computer Science I	9-12	1 Credit	Algebra I
5803	03580300	Computer Science II	11-12	1 Credit	Algebra I & Computer Science I or Fundamentals of Computer Science
5904	13036500	Engineering Design & Presentation	10-12	1 Credit	Algebra I
5512	13037500	Engineering Science	9-10	1 Credit	
OH53	03580140	Fundamentals of Computer Science (*offered at JMS ONLY*)	8	1 Credit	
5450	13039350	Introduction to Aircraft Technology	11-12	1 Credit	

5903	13037400	Practicum in Science, Technology, Engineering and Mathematics (STEM)	11-12	2 Credits	
5900	13036200	Principles of Applied Engineering	9-12	1 Credit	
5901	13037000	Robotics I	9-10	1 Credit	
5902	13037050	Robotics II	10-12	1 Credit	Robotics I

STEM: Course Descriptions

Aerospace Engineering - 5511
PLTW Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight.

AP Computer Science Principles- 5905
Computer Science Principles AP introduces students to the digital age. This rigorous course promotes computational thinking while exploring the global impact of the internet and technology. Topics covered include creativity, abstraction, data and information, algorithms, and programming. Students are required to submit an exploratory and creative project to the college board as part of their end-of-course evaluation. This course prepares students to take the AP Exam. GPA Weight: 10 points

AP Computer Science A (Math & LOTE) - 5906 & 5907
AP Computer Science A offers advanced programming to prepare for the Advanced Placement Computer Science A exam. Topics covered include polymorphism, encapsulation, inheritance, searching and sorting algorithms, and recursion. This course prepares students to take the AP Exam. GPA Weight: 10 points

Computer Science I - 5802
Students will acquire knowledge of structured programming techniques and concepts through writing applications for mobile devices. Students will acquire an understanding of the process of developing software including design, planning, coding, testing, and creating appropriate documentation. Students will examine how computer technology impacts society and the resulting issues relating to security, privacy, and ethics.

Computer Science II - 5803
This advanced-level course will expand students' knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will utilize a programming language commonly used in the workplace to complete projects with advanced programming techniques and algorithms.

Engineering Design & Presentation -5904
In this course, students will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Science - 5512
Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

Fundamentals of Computer Sciences – OH53
Students will earn high school credit in the final middle school level of robotics, web design, coding, graphics, VR, and animation. Students will prepare for high school-level classes in graphics, design, coding, and robotics.

Intro to Aircraft Technology (Tango Flight) - 5450
Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, power plants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, power plant theory and maintenance, and power plant systems and components of aircraft. Industry-recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Practicum in STEM - 5903
This course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Principles of Applied Engineering - 5900
Principles of Applied Engineering provide an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Students will use multiple software applications to prepare and present course assignments.

Robotics I - 5901
In this hands-on course, students will learn to apply math, science, and engineering knowledge to real-world applications. Students will work together to design, build, and program robots to perform various tasks. Students will also build robots to compete with other teams in various robot games. Additionally, students will explore career opportunities and educational needs in the robotic and automation industry.

Robotics II - 5902
This advanced-level course will expand students' knowledge and skills in design and programming techniques by addressing more complex problems and developing comprehensive robotic solutions. Students will also have the opportunity to compete against robot teams from other schools in robot games competitions.

Business & Industry Endorsement:

Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
Accounting & Financial Services -Microsoft Office Specialist/Expert	Principles of Business, Marketing, & Finance 1 Credit	Business Information Management I 1 Credit	Accounting I 1 Credit	Accounting II 1 Credit
Agriculture: Plant Science INDUSTRY-BASED CERT. - TSFA Knowledge Base	Principles of Ag., Food & Natural Resources 1 Credit	Floral Design 1 Credit	Advanced Floral Design 1 credit	Advanced Plant and Soil Science 1 Credit
Agriculture: Animal Science INDUSTRY-BASED CERT. -Certified Vet Assistant -Elanco	Principles of Ag., Food & Natural Resources 1 Credit or Small Animal Mgmt. & Equine Science (Semester Courses) .5 + .5 = 1 Credit	Livestock Production 1 credit	Veterinary Medical Applications 1 Credit	Practicum in Ag, Food & Natural Resources 2 Credits or Advanced Animal Science 1 Credit
Applied Agricultural Engineering INDUSTRY-BASED CERT. -AWS D1.1 or D9.1	Ag. Mechanics & Metal Technologies 1 Credit	Ag. Structures Design & Fabrication 1 Credit	Ag. Equipment Design & Fabrication 1 Credit	Practicum in Ag, Food & Natural Resources 2 Credits
Business Management	Principles of Business, Marketing, & Finance 1 Credit	Business Information Management I 1 Credit	Business Managemen t 1 Credit	Practicum in Entrepreneurship 2 Credit
Culinary Arts **INDUSTRY-BASED CERT:** -Servsafe Manager -Certified Fundamentals Cook	Intro. to Culinary Arts 1 Credit	Culinary Arts 2 Credits	Advanced Culinary/Arts 2 Credits	Practicum in Culinary 2 Credits
Design & Multimedia Arts -Adobe Certified Assoc. Cert.	Principles of AAVTC 1 Credit or Digital Media 1 Credit	Graphic Design & Illustration 1 Credit	Graphic Design & Illustration II 1 Credit	Practicum in Graphic Design 2 Credits
Digital Communications	Principles of AAVTC 1 Credit or Digital Media	Digital Communications in the 21st Century 1 Credit	Audio/Video Prod. I 1 Credit	Audio/Video Production II 1 Credit
Marketing	Principles of Business, Marketing, & Finance 1 Credit	Sports Marketing/ Social Media (Semester Courses) .5 + .5 = 1 Credit	Sports Marketing II /Virtual Business (Semester Courses) .5 + .5 = 1 Credit	Practicum in Entrepreneurship 2 Credits

BUSINESS & INDUSTRY COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
5321	13016600	Accounting I	10-12	1 Credit	
5322	13016700	Accounting II	11-12	1 Credit	Accounting I
5703	13022650	Advanced Culinary Arts	10-12	2 Credits	Culinary Arts
5141	N1300270	Advanced Floral Design	11-12	1 Credit	Floral Design
5119	13000700	Advanced Animal Science	12	1 Credit	Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production
5124	13002100	Advanced Plant and Soil Science	12	1 Credit	
5128	13002350	Ag. Equipment Design & Fabrication	11-12	1 Credit	
5120	13002200	Ag. Mechanics & Metal Technologies	10-12	1 Credit	
5121	13002300	Ag. Structures Design & Fabrication	11-12	1 Credit	
5209	13008500	Audio/Video Production I	10-12	1 Credit	
5210	13008610	Audio Video Production II	10-12	1 Credit	Audio/Video Production I
5300	13011400	Business Information Management I	10-12	1 Credit	
5306	13012100	Business Management	10-12	1 Credit	
5702	13022600	Culinary Arts	10-12	2 Credits	
5217	03580610	Digital Communications in the 21st Century	9-10	1 Credit	
5208	13027800	Digital Media	9-10	1 Credit	
5114	13000500	Equine Science	10-12	.5 Credit	
5112	13001800	Floral Design	9-12	1 Credit	None
5206	13008800	Graphic Design and Illustration I	10-12	1 Credit	
5207	13008910	Graphic Design and Illustration II	10-12	1 Credit	Graphic Design and Illustration I
5701	13022550	Introduction to Culinary Arts	9-10	1 Credit	
5113	13000300	Livestock Production	10-12	1 Credit	Small Animal Mgmt and Equine Science
5118	13002500	Practicum in Ag., Food, & Nat. Resources	11-12	2 Credits	*see course description
5415	13022700	Practicum in Culinary Arts	11-12	2 Credits	Culinary Arts
5470	N1303425	Practicum in Entrepreneurship	11-12	2 Credits	
5211	13009000	Practicum in Graphic Design & Illustration	11-12	2 Credits	Graphic Design and Illustration II
5110	13000200	Principles of Ag., Food & Natural Resources	9-10	1 Credit	
5216	13008200	Principles of AAVTC	9	1 Credit	
5304	13011200	Principles of Business, Marketing & Finance	9-10	1 Credit	
5115	13000400	Small Animal Management	10-12	.5 Credit	
5473	13034650	Social Media Marketing	10-12	.5 Credit	
5471	130346000	Sports and Entertainment Marketing	10-12	.5 Credit	
5472	N1303422	Sports and Entertainment Marketing II	11-12	.5 Credit	

5307	13012000	Virtual Business	10-12	.5 Credit	
5116	13000600	Veterinary Medical Applications	11-12	1 Credits	Small Animal Mgmt. and Equine Sci. and Livestock Production

BUSINESS & INDUSTRY: Course Descriptions

Accounting I - 5321
Students 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 reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. (Must complete 1 unit credit for articulation.)

Accounting II - 5322
Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

Advanced Culinary Arts - 5703
A unique practicum that provides occupationally specific opportunities for students to participate in learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.

Advanced Floral Design - 5141
Students gain advanced knowledge and skills specific to those needed to enter the workforce as a floral designer or as a floral event designer with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design.

Advanced Animal Science - 5119
Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Advanced Plant and Soil Science - 5124
Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Agricultural Equipment Design and Fabrication - 5128
Students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. Prepares students for careers in mechanized agriculture and technical systems, related to agricultural facilities design and fabrication.

Agricultural Mechanics & Metal Technology - 5120
This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.

Agricultural Structures Design and Fabrication - 5121
Students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply and transfer their academic knowledge and technical skills in a variety of settings.

Audio/Video Production I - 5209
This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects.

Audio/Video Production II - 5210
In this course, students will work on several audio and/or video productions created for television, cable television, education, radio, entertainment, business and/or industry. Students may concentrate on specific areas of interest such as videography, video editing, film editing, audio recording, audio mixing, sound reinforcement, sound design, dialog editing, lighting, directing, producing, still or animated computer graphics, special effects, voice talent, on-camera talent, production management and camera operation. Students will create a portfolio of work.

Business Information Management I - 5300
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate a database, and make an electronic presentation using appropriate software.

Business Management - 5306
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.

Culinary Arts - 5702
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Digital Communications in the 21st Century – 5217

Students will prepare for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. This course provides students an authentic platform to demonstrate effective application of creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Digital Media - 5208

Students study digital and interactive media and its application in information assesses current and emerging technologies while designing and creating multimedia projects that address customer needs and resolve problems. Knowledge and skills acquired will enable students to successfully perform in a technology driven society.

Equine Science - 5114

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Floral Design - 5112

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral 50 enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, 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. **Meets Fine Arts Elective Requirement.**

Graphic Design & Illustration I - 5206

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

Graphic Design & Illustration II - 5207

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

Introduction to Culinary Arts - 5701

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

Livestock Production - 5113

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Practicum in Agriculture, Food and Natural Resources - 5118

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students are required to provide their own transportation to the practicum site, if applicable.

Practicum in Culinary Arts - 5415

This course provides a learning experience that combines classroom instruction with actual business and industry career experiences (paid or unpaid). It provides more interdisciplinary instruction with the goal of preparing students with a variety of skills in a fast-changing workplace.

Practicum in Entrepreneurship - 5470

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

Practicum in Graphic Design & Illustration - 5211

Practicum in Graphic Design is an extension and hands-on applications of Graphic Design.

Principles of Agriculture, Food & Natural Resources - 5110

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

Principles of AAVTC - 5216

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

Principles of Business, Marketing, & Finance - 5304

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

Small Animal Management - 5115

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

NEW Sports and Entertainment Marketing - 5471

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

NEW Sports and Entertainment Marketing II - 5472

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

NEW Social Media Marketing - 5473

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.

NEW Virtual Business - 5307

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

Veterinary Medical Applications - 5116

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

Public Service Endorsement:

Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
Healthcare Therapeutic INDUSTRY-BASED CERT -Pharmacy Tech. -Certified Medical Assistant	Principles of Health Science 1 Credit	Medical Terminology 1 Credit	Health Science Theory 1 Credit	Practicum in Health Science 2 Credits Or Anatomy and Physiology 1 Credit
Family and Community Services -Community Health Workers -Child Development Associate	Principles of Human Services 1 Credit	Professional Communications/ Dollars and Sense (Semester Courses) .5 + .5 = 1 Credit Or Interpersonal Studies and Lifetime Nutrition & Wellness (Semester Courses) .5 + .5 = 1 Credit	Human Growth and Development 1 Credit	Practicum in Human Services 2 Credits Or Practicum in Entrepreneurship 2 Credits

PUBLIC SERVICES COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
34CT	13020600	Anatomy & Physiology	10-12	1 Credit	Biology and a 2nd Science
5325	13024300	Dollars and Sense	9-12	.5 Credit	
5502	13020410	Health Science Theory	10-12	1 Credit	Biology
5401	13024700	Human Growth & Development	10-12	1 Credit	
5605	13024400	Interpersonal Studies	10-12	.5 Credit	
5604	13024500	Lifetime Nutrition and Wellness	9-10	.5 Credit	
5501	13020300	Medical Terminology	10-12	1 Credit	
5470	N1303425	Practicum in Entrepreneurship	11-12	2 Credits	
5503	13020500	Practicum in Health Science	11-12	2 Credits	Health Science Theory/ Health Science Clinical & Biology
5603	13025000	Practicum in Human Services	11-12	2 Credits	
5500	13020200	Principles of Health Science	9-10	1 Credit	
5700	13024200	Principles of Human Services	11-12	1 Credit	
5205	13009900	Professional Communications	9-12	.5 Credit	None

PUBLIC SERVICE: Course Descriptions

Anatomy & Physiology of Human Systems - 34CT
This class will emphasize structure and function of human body systems, comparative anatomy of humans, and environmental effects on body systems.

Dollars and Sense - 5325
Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

Health Science Theory - 5502
Health Science Theory course will provide students the opportunity to develop advanced knowledge and skills related to a wide variety of health careers learned in Principles of Health Science. Students will learn through lab-based settings and hands-on experiences. Skills will include taking vital signs, infection control techniques, and demonstrating proper body mechanics. There may be costs associated with taking this course. Safety certification available.

Human Growth & Development - 5401
Human Growth and Development is an examination of human development across the lifespan focusing on common physical, cognitive, emotional, and social developmental milestones from conception through death. The course is generally taught as an introductory course in developmental psychology, human development, or education and training.

Interpersonal Studies - 5605
Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Lifetime Nutrition and Wellness - 5604
Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Medical Terminology - 5501
Medical Terminology is a course that uses the human body as a guide to familiarize students with vocabulary concerning abbreviations, symbols, medical procedures, and pathological conditions. Students will gain knowledge of medical terminology through the course of study by identifying word parts and the meanings of the word parts.

Practicum in Entrepreneurship - 5470
The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

Practicum in Health Science – Pharmacy Technician - 5503
The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students will earn their certification in the health field. Students must have transportation.

Practicum in Human Services - 5603
This course provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Principles of Human Services - 5700
Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Principles of Health Science - 5500
Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.

Professional Communications - 5205
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. **State Speech Credit - Required to meet JHS graduation requirements.**

Arts & Humanities Endorsement:

Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
4 levels in the same LOTE	LOTE: Spanish I	LOTE: Spanish II or LOTE: Honors Spanish	LOTE: Honors Spanish III	Literature & Culture: AP Spanish IV
HS Courses from one or two areas (music, theater, art, dance) in fine arts	*See Course offerings below	*See Course offerings below	*See Course offerings below	*See Course offerings below
Social Studies Elective (5 credits required)	World Geography or AP Human Geography	World History or AP World History	US History	Government & Economics AND Psychology & Sociology

ARTS & HUMANITIES COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
6301	03500100	Art I	9-12	1	
6302	03500500	Art II: Drawing	10-12	1	Art I
6311	03150100	Band I	9-12	1	Instructor Approval & Audition
6312	03150200	Band II	10-12	1	Instructor Approval & Audition
6313	03150300	Band III	11-12	1	Instructor Approval & Audition
6314	03150400	Band IV	12	1	Instructor Approval & Audition
6321 6322 6323 6324	03150900 03151000 03151100 03151200	Choir I-IV	9-12	1	
6327	03832500	Color Guard	9-12	1	Coach Approval
6315 6316	03151700 03151800	Instrumental Ensemble I & II	9-12	1	Instructor Approval & Audition
62AP	A3440100	Language & Culture: AP Spanish IV	10-12	1	Spanish III
62A5	A3440200	Literature & Culture: AP Spanish V	10-12	1	Spanish IV
6212	03980100	LOTE Level 1: ASL (American Sign Language)	9-12	1	
622P	03440200	LOTE: Honors Spanish II	9-10	1	Spanish I
620P	03440300	LOTE: Honors Spanish III	9-11	1	Spanish II
6201	03440100	LOTE: Spanish I	8-10	1	None
6202	03440200	LOTE: Spanish II	9-10	1	LOTE: Spanish I
6351 6352 6353	03250600 03251100 03251200	Technical Theatre I-IV	9-12	1	

6331 6332 6333 6334	03250100 03250200 03250300 03250400	Theatre Arts I - IV	9-12	1	
6335 6336 6337 6338	03250700 03250800 03250900 03251000	Theatre Production I - IV	9-12	1	Instructor Approval & Audition

ARTS & HUMANITIES: Course Descriptions

Art I - 6301
Art I is a beginning art class covering perception, creative expression, art history, and aesthetic judgment. Student-created artwork will demonstrate, compare, and contrast the Elements of Art. Students will demonstrate proper use of various art media, compare and contrast different art styles and trends throughout history and apply aesthetic judgment in evaluating artwork. Students may need to provide some supplies.

Art II: Drawing - 6302
Drawing II is a second-year art class focusing on creative expression while exploring different drawing media and techniques. Continued use of the Elements of Art and the Principles of design will make students more aware of individual strengths and interests. Students will be introduced to art criticism and analysis. Students may need to provide some supplies.

Band - 6311(1), 6312(2), 6313(3), 6314(4)
Performing group. Students will further their instrumental technique, and music theory skills through participating in the high school marching band and concert band programs. All students will be required to participate in UIL contests for marching, concert bands, and all other scheduled performances of the high school band program. PE waiver is earned for the fall semester upon successful participation in marching season.
Two Years Required to Meets Fine Arts Elective Requirement.

Choir - 6321(1),6322(2),6323(3), 6321(4)
The student will develop their voices, music reading skills, listening skills, self-discipline, team building, and leadership skills. Students will perform a variety of musical styles in large ensembles, small ensembles, and as a soloist as they learn music for the Choir contest.

Color Guard - 6327
Color guard is a year-round class in which students learn dance and body principles and apply them to the art of color guard and its components of flag, rifle, saber, and various props. The year includes performances and participation at summer camps, football games and contests with the Marching Band, public and community performances, recitals, as well as Winter guard competitions in the Spring semester. Before and after school practice is required as well as one class period for each semester. Students may receive a PE or Fine Arts Credit for this course.

Instrumental Ensemble - 6315/6316
Instrumental ensemble provides the opportunity for students who wish to advance their skills on their current instrument, learn a secondary instrument, or do not currently possess adequate skills to participate in Band, but wish to develop their skill. Students who demonstrate adequacy are required to participate in All Region Auditions, UIL Solo & Ensemble Contest, and various performances.

Language & Culture: AP Spanish IV - 62AP
This course offers an in-depth study of the language, particularly emphasizing the skills of speaking, listening comprehension, reading, and writing. This course covers the equivalent of a third year college course in Spanish writing and conversation. Specific areas of interest include the ability to comprehend formal and informal spoken Spanish. Literary selections will provide a springboard for discussion of modern society, contemporary issues, culture and history, and will prepare students for AP subject tests. Language study at this level emphasizes reading strategies, writing for a variety of formats, vocabulary-building, and narrative oral skills.

Literature & Culture: AP Spanish V - 62A5
Spanish V AP is a survey of Hispanic Literature. This course stresses oral skills, composition, and grammar while emphasizing the use of Spanish for active communication. The students will develop the following skills: comprehension of formal and informal spoken and written Spanish, acquisition of vocabulary and a deeper grasp of the structure to allow the student to analyze literary works. Spanish V is an introduction of Hispanic literature in all genres and epochs. This course prepares the student for the AP Spanish Literature Exam.

NEW LOTE Level 1: ASL (American Sign Language) - 6212
Using age-appropriate materials, students in ASL Level I develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, concepts, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression by knowing the components of ASL. Students use expressive and receptive skills for comprehension. THE OFFERING OF ASL LEVEL ONE IS CONTINGENT UPON STUDENT INTEREST.

LOTE Honors Spanish II - 622P
This course continues to expand language skills and involves more detailed study of grammar presented in thematic contexts. Students will be presented with the past tenses of the preterit and imperfect, the future, conditional, and present progressive tenses. Students continue to gain knowledge and understanding of other Hispanic cultures. This class will be taught at a faster pace and is designed for students who excelled in Spanish 1.

LOTE Honors Spanish III - 620P
Spanish III Honors introduces students to content-based thematic learning. Students in this course will continue to develop speaking, writing, and reading proficiency as they work with real-life issues, topics, and concerns in specific contexts. Use of applicable resources will allow local and global cultural perspectives within each context. The focus of this course is developing Intermediate high proficiency. This course is conducted predominantly in Spanish

LOTE Spanish I - 6201
This course is for novice students. Vocabulary and grammar structures are presented in thematic contexts. Opportunities to converse enable students to recall and re-incorporate what has been presented previously. Cultural readings in the target language introduce students to the culture of the Hispanic world. If a student does not maintain an average of 70, removal from the course will be considered.

LOTE Spanish II - 6202
This course continues to expand language skills and involves more detailed study of grammar presented in thematic contexts. Students will be presented with the past tenses of the preterit and imperfect, the future, conditional, and present progressive tenses. Students continue to gain knowledge and understanding of other Hispanic cultures.

Tech. Theatre I- IV - 6350 (1), 6351 (2), 6352 (3), 6353(4)
Technical Theatre class will introduce the first year technician to the areas of stagecraft and theatrical production. You will climb ladders, lift things, build (no power tools), paint, work online, research , work with makeup, and handle very expensive equipment in this class. The theatre elements to which you will be introduced will include , but are not limited to : stage elements, stage properties (props), crews/assignments, theatre appreciation, costumes/makeups, sound engineering/recording, lights and lighting design, fly system/safety, and box office/ticket sales.

Theater Arts I-IV - 6331(1), 6332(2), 6333(3),6334(4)

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

Theatre Production I-IV - 6335(1),6336(2),6337(3), 6338(4)

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

Multidisciplinary Endorsement:

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

ENGLISH LANGUAGE ARTS COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
14AP	A3220200	AP English Literature and Composition (AP Eng IV)	12	1	English 3
1504	CP110100	College Prep English	12	1	
110R	03220100	English I	9	1	
120R	03220200	English II	10	1	Eng I
130R	03220300	English III	11	1	Eng II
13DA 13DB	03220300	English III Dual Credit	11	1	Eng II & Dual Credit Criteria
140R	03220400	English IV	12	1	Eng III
14DA	03220400	English IV Dual Credit	12	1	Eng III & Dual Credit Criteria
1501 1502 1503	03270700 03270800 03270900	ESOL Reading I, II, III	9-12	.5-1	Admin Assigned
110P	03220100	Honors English I	9	1	None
120P	03220200	Honors English II	10	1	Eng I
13RP	03220300	OnRamps English III	11	1	Eng I, Eng II

ENGLISH-LANGUAGE ARTS: Course Descriptions

NEW AP English Literature and Composition (AP Eng IV) – 14AP

Literature and composition AP is designed to allow students to develop analytical skills in critical reading and writing that demonstrate college level achievement in the study of world literature. Instruction emphasizes developing skills in composition and literary analysis through various activities. This course prepares students to take the AP exam.
Note: This course is designed to be the equivalent of sophomore English programs at most colleges and universities.

College Prep English - 1504

This is a college preparatory course designed to extend the understanding of English Language Arts concepts. The necessary components of grammar, persuasion and argumentation needed for success in college are reviewed. Application of abstract and analytical thinking skills, advanced vocabulary, and writing skills ar stressed. This is a new fourth year course focused on those English Language Arts (ELA) skills necessary to pass the ELA placement tests at colleges, technical schools and area community colleges. Any student scoring below 50 on the PSAT Critical Reading component is eligible for this course.

English I - 110R

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands o developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated an progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

English 2 - 120R

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands o developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

English 3 - 130R

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands o developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

English 3 Dual Credit - 13DA/13DB

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Student develop research-based expository and persuasive texts. Emphasis on effective rhetorical choices and ethical inquiry, including audience, purpose, arrangement, and style, and utilizing primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Focus on writing the academic essay as a vehicle for learning communicating, and critical analysis. **Students/Parents/Guardians are responsible for textbook costs. This course is equivalent to college level English 1301/ 1302 English Composition I & II.**

English 4 - 140R

World Literature students generate informative and persuasive compositions, study the origins and development of the English language, and analyze major works in British literature.

English 4 Dual Credit - 14DA

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Students develop research-based expository and persuasive texts. Emphasis on effective rhetorical choices and ethical inquiry, including audience, purpose, arrangement, and style, and utilizing primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Students/Parents/Guardians are responsible for textbook costs. This course is equivalent to college level English 2322 British Literature and must be paired with DC Sociology.**

ESOL Reading I-III - 1501, 1502,1503

Reading Improvement is based on best practices for teaching reading to secondary level students, this reading course is modified to complement the learning requirement of students whose difficulty in reading significantly impacts their acquisition of knowledge and skills. Students may read orally and/or silently to develop accuracy, fluency, and adequate reading rate to build comprehension skills. Students receive instruction in word recognition, comprehension strategies, vocabulary, and are given opportunities to read with competence and confidence. Some variation in course content/emphasis may occur on campus depending on the content may occur depending on the individual learning needs of the students.

Honors English I- 110P

Identification and use of proper grammatical mechanics for written communication are emphasized. Students will read and analyze for literary merit, and for historical significance. Honors students will study grammar and demonstrate composition effectiveness through writing. There will be a summer assignment for this course.

Honors English 2- 120P

Preparation for taking PSAT, improvement in communication skills by increasing vocabulary proficiency and by generating multiple-paragraph compositions. Students will read and critically evaluate for increased understanding and appreciation of various literary genres. Honors students will gain expertise in the critical evaluation. *There will be a summer assignment for this course.*

OnRamps English III A/B (ENGL 1301 & 1302)

In this writing intensive course, students will analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to "fairly" represent someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own – abilities that contribute meaningfully to their academic, professional, personal, and civic lives. Students completing the UT course successfully will earn 6 hours college credit. Students completing the high school course successfully will earn English III credit.

COURSE NOTE: UT-Austin OnRamps Tuition & Fees The state of Texas budget appropriation covers all the costs. Continued funding will be determined during each legislative session. Should the legislators decide to lessen/eliminate funding, students and parents will be notified about costs for the course.

MATHEMATICS COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
210R	03100500	Algebra I	8-9	1	8th Grade Math or equivalent
230R	03100600	Algebra II	10-12	1	Algebra I
24AP	A3100101	AP Calculus AB	12	1	Pre-Calculus
2502	CP111200	College Prep Math	12	1	Admin Assigned
220R	03100700	Geometry	9-10	1	Algebra I
210P	03100500	Honors Algebra I	8-9	1	8th Grade Math or equivalent
230P	03100600	Honors Algebra II	10-12	1	Algebra I
220P	03100700	Honors Geometry	9-10	1	Algebra I
241P	03101100	Honors Pre-Calculus	11 -12	1	Algebra I, Geometry & Algebra II
2501	03102400	Math Models with Applications	10-12	1	Algebra I
23RP	03100600	OnRamps College Algebra	9-12	1	Algebra I, Geometry
240R	03101100	Pre-Calculus	11-12	1	Algebra I, Geometry & Algebra II
5324	13016900	Statistics and Business Decision Making	11-12	1	Algebra II
2504	N1110030	Strategic Learning in Mathematics (EOC Algebra)	9-12	1	Admin Assigned

MATHEMATICS: Course Descriptions

Algebra 1 - 210R
Students will build on the knowledge and skills of 6-8 mathematics which provided a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic and exponential functions and make connections among the functions in both mathematical and real-world scenarios. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Students will use technology to collect and explore data and analyze statistical relationships. Students will also study polynomials of degree one and two, radical expressions, sequences and laws of exponents.

Algebra II - 230R
In Algebra 2, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra 2 is a course required by most major universities.

AP Calculus AB - 24AP
This course is designed to provide the student with a basic knowledge of limits of sequin es and functions, derivatives, & integrals. A graphic calculator is required. The application of calculus to porblewms in physics and other fields will be explored. THere is a summer assignment for this course.

College Prep Math - 2505
THis is a college preparatory course designed to extend the understanding of math concepts. It is recommended for college bound seniorsthat have not mastered the Algebra skills needed at the college level. THis fourth year course focuses on those math skill necessary to pass the math placement tests at colleges, technical schools, and area community colleges.

Geometry - 220R
Students will 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; congruence; similarity, trigonometry; two- and three-dimensional figures; circles; and probability. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry

Honors Algebra I - 210P
In Algebra I Honors, students use symbols in a variety of ways to study relationships among quantities. Students use functions to represent and model problem situations and to analyze and interpret relationships. Equations arise as a way of asking and answering questions involving functional relationships. Students work in many situations to set up equations and use a variety of methods to solve these equations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology (including but not limited to handheld calculators with graphing capabilities), and model mathematical situations to solve problems.

Honors Algebra 2 - 230P
This course continues and enhances Algebra I. It is an important transition course for preparation for higher-level mathematics. The course emphasis is on problem solving. This honors course involves extended thinking skills and applications including projects and/or a research paper.

Honors Geometry - 220P
Geometry provides experiences that help students develop understanding of shapes and their properties. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. This honors course involves extended thinking skills and applications including required projects.

Honors Pre-Calculus - 241P

Recommendation by previous math teacher if in Algebra II. This course continues the study of function models from Algebra II, adding an in-depth study of trigonometric, exponential, logarithmic, rational, and piecewise functions. Students will explore the graphs of these functions graphically, algebraically, and numerically. A study of vectors, conic sections, parametric, and sequences and series are included as well as modeling real life physical situations. STRONGLY RECOMMENDED: Ownership of a TI-83 or TI-84 calculator for out of class assignments. There will be a summer assignment for this course.

Mathematical Models with Applications - 2501

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in previous grades and courses. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects, manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil; and from methods such as algebraic techniques, geometric reasoning, patterns and mental math to solve problems.

OnRamps College Algebra - 23RP

Students enrolled in OnRamps College Algebra will complete a series of required assignments designated by a university professor to determine eligibility to be dually enrolled in the university course. Students who successfully complete the high school version of the course receive high school credit. In addition, students who successfully complete the spring college course receive college credit from UT transferable to any public college or university in Texas.
Counts as Algebra II credit. COURSE NOTE: UT-Austin OnRamps Tuition & Fees The state of Texas budget appropriation covers all of the costs. Continued funding will be determined during each legislative session. Should the legislators decide to lessen/eliminate funding, students and parents will be notified about costs for the course.

Pre-Calculus - 240R

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

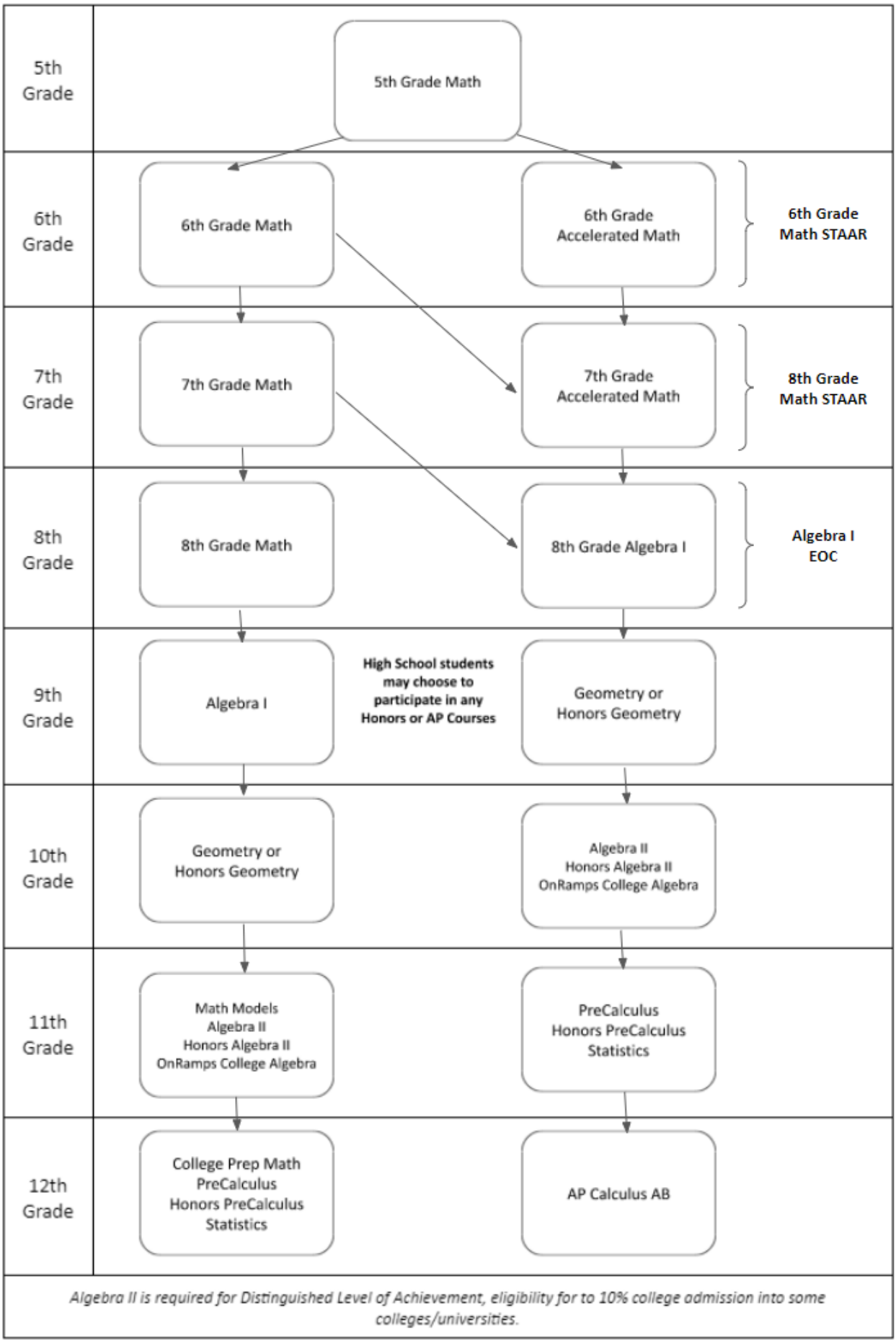
Statistics & Business Decision Making - 5324

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Strategic Learning in Mathematics (EOC Algebra) - 2504

This course will be recommended for students who failed to meet approaching grade level standards of the 8th grade Mathematics STAAR or placement on admin recommendation.

Recommended Course Sequence



SCIENCE COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
34CT	13020600	Anatomy and Physiology	11-12	1	Biology & 2nd Science Credit
31AP	A3010200	AP Biology	11-12	1	Biology and Chemistry
35AP	A3020000	AP Environmental Science	11-12	1	Algebra I and 2 years of HS lab science
3401	03030000	Aquatic Science	10-12	1	Biology
310R	03010200	Biology	9	1	
320R	03040000	Chemistry	10-12	1	1 Unit of HS Science & Algebra I
310P	03010200	Honors Biology	9	1	
320P	03040000	Honors Chemistry	10-12	1	1 Unit of HS Science & Algebra I
330P	03050000	Honors Physics			
3501	03060201	Integrated Physics and Chemistry	9-10	1	
330P	03050000	OnRamps Physics	11-12	1	Algebra I and Geometry
330R	03050000	Physics	9-12	1	

SCIENCE: Course Descriptions

Anatomy & Physiology of Human Systems - 34CT
This class will emphasize structure and function of human body systems, comparative anatomy of humans, and environmental effects on body systems.

AP Biology - 31AP
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. Upon completion of the course, students will be able to take the AP Biology exam. See the following website for more information: www.apcentral.collegeboard.org Advanced Placement Course: Carefully review the Advanced Course Commitment guidelines before selecting this course. There will be a summer assignment for this course.

AP Environmental Science - TBD
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary and embraces a wide variety of topics from different areas of study. These areas include environmental problems, matter and energy, ecosystems, biodiversity, populations, water resources and pollution, air pollution, climate geology, and waste. For additional information see www.apcentral.collegeboard.org

Aquatic Science - 3401
In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Biology - 310R
The first part of this course concentrates on the structure, organization, and development of cell organelles, cell chemistry, cellular energy requirements, DNA, and the organization of cells into simple organisms. Later in the year a survey is made of the vast variety of plants and animal organisms. A study is made of plant and animal organization, their functions, and how they fit into their niche. There is considerable laboratory work including the dissection of representative organisms as well as reports, lectures, discussions and projects.

Chemistry - 320R
In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Honors Biology - 310P
The first semester will include an in-depth study of cell structure, function, organization, chemistry, energy requirements, growth and reproduction. The second semester study includes the structure and function of microorganisms, and multicellular plants. Reports, lectures, projects, text assignments, discussions, and laboratory work, including dissections, are integral parts of the course. There will be a summer assignment for this course.

Honors Chemistry - 320P
This course is highly recommended as a prerequisite for those students who plan on taking Advanced Placement Chemistry and the AP exam as Juniors or Seniors. It includes a more in-depth study of certain selected topics to prepare students for Advanced Placement Chemistry. Examples of topics that are more in-depth include quantum mechanics, predicting products, limiting reagents and reaction mechanisms.

Honors Physics - 330P

This course is strongly recommended for students who plan to take Advanced Placement Environmental Science and take the AP exam as Juniors or Seniors. Students study topics in the following categories: force and motion, gravitational, electrical, magnetic, and nuclear forces, momentum, and energy, waves, and quantum phenomena.

Integrated Physics and Chemistry - 3501

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

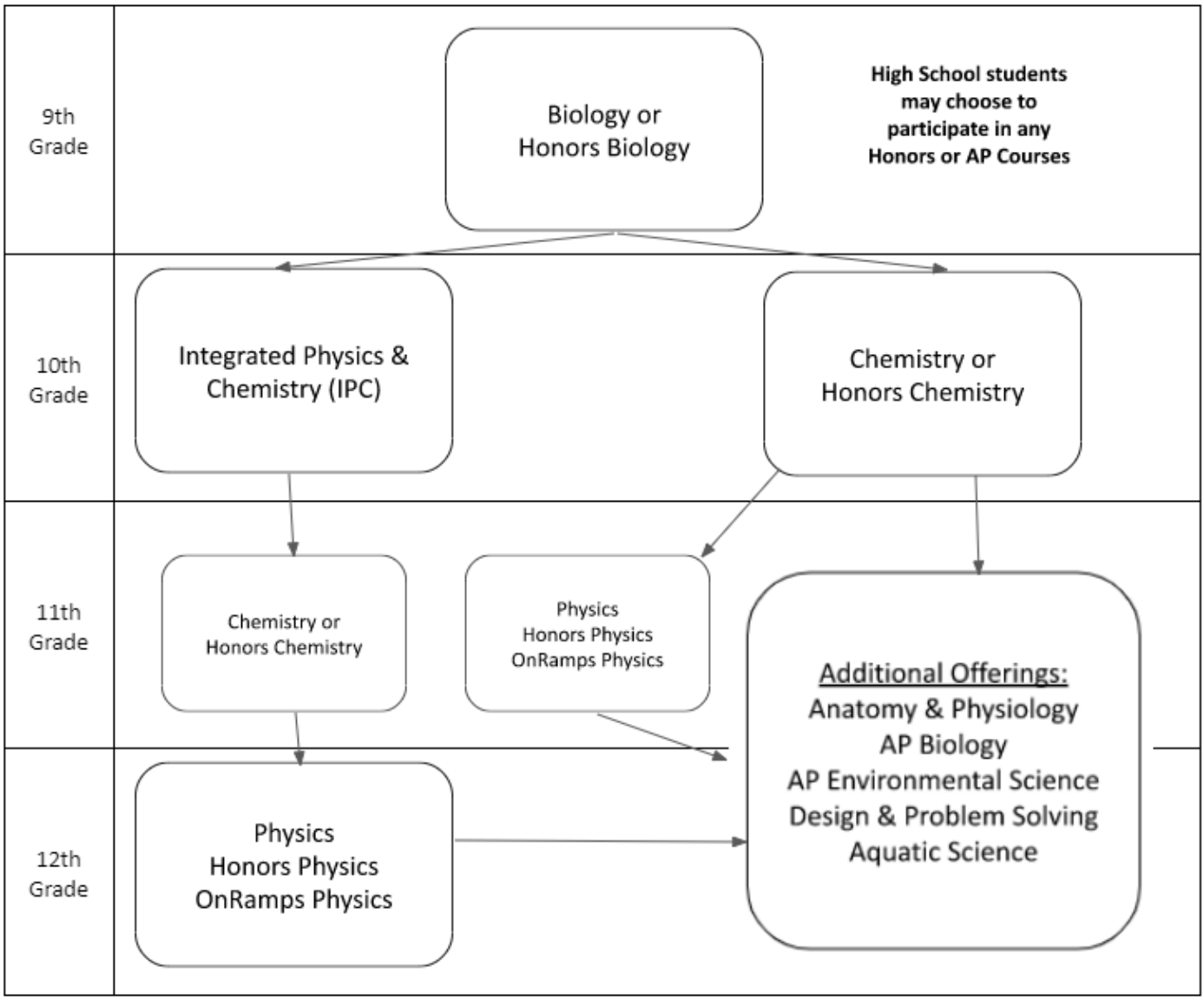
OnRamps Physics - 330P

Dual enrollment course offered through The University of Texas at Austin and taught at the high school campus during school hours. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. PHY302K - MECHANICS, HEAT, AND SOUND: GENERAL PHYSICS TECHNICAL COURSE I Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics, which describes objects changing their state of motion because of forces causing them to accelerate. Taken together, the topics reinforce the general idea that the behavior of many objects in the world can be described precisely with simple mathematics. Dual Credit: This course offers both high school and college credit. OnRamps courses are offered in collaboration with The University Of Texas at Austin. Fees may apply. **COURSE NOTE: UT-Austin OnRamps Tuition & Fees The state of Texas budget appropriation covers all of the costs. Continued funding will be determined during each legislative session. Should the legislators decide to lessen/eliminate funding, students and parents will be notified about costs for the course.**

Physics – 330R

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

Recommended Course Sequence



SOCIAL STUDIES COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
41AP	A3360100	AP Human Geography	9	1	
42AP	A3370100	AP World History	10	1	
45DA	03370100	Dual Credit Sociology	12	.5	Dual Credit
44DA 44DB	03330100 03380001	Dual Credit U.S. Government	12	.5	U.S. History & Dual Credit Criteria
43DA 43DB	03380002 03340100	Dual Credit U.S. History	11	.5	World History or W. Geo. & Dual Credit Criteria
4401	03310300	Economics	12	.5	U.S. History
410P	03320100	Honors World Geography	9-12	1	None
4400	03330100	U.S. Government	12	.5	U.S. History
430R	03340100	U.S. History	11	1	World History or W. Geo.
410R	03320100	World Geography	9	1	None
420R	03340400	World History	10	1	None
4501	03350100	Psychology	10-12	.5	None
4502	03370100	Sociology	10-12	.5	None
45DC	03310300	Dual Credit Economics	12	.5	ACC Dual Credit Enrollment Process with TSI Math Status Complete

SOCIAL STUDIES: Course Descriptions

AP Human Geography - 41AP

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The 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. This course counts as World Geography credit

AP World History - 42AP

World History Advanced Placement requires students to develop mastery over the assigned content while developing the ability to practice the skills of a historian. Students will learn to develop their critical thinking skills by analyzing and interpreting both primary documents and writings by respected historians. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The focus is on the last 1000 years of the global experience. Upon completion of the course, students have the opportunity to take the AP exam to receive up to six hours of college credit. This course may be used to substitute for World History.

Dual Credit Sociology - 45DA

This course focuses on the scientific study of human behavior, social groups, and society. Using case studies, current events, and research, students will study components of culture, research methods, social structure, stratification, the socializing process, deviational social control, and social movements. This course is for seniors taking English 4 dual credit in the fall semester. This college level course taught by an ACC professor will explore introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. Additional topics such as language development, states of consciousness, and psychotherapy may also be included as determined by the instructor. **Students/Parents/Guardians are responsible for textbook costs. This course is equivalent to college level Sociology 1301.**

Dual Credit United States Government - 44DA/ 44DB

This course is an introduction to the United States national government. The course includes a framework for understanding United States government and politics and the constitutional basis for the processes, the Institutions, and the policies of the United States government and politics **Students/Parents/Guardians are responsible for textbook costs. This course is equivalent to college level History 2305/ 2306.**

Dual Credit United States History - 43DA/43DB

A college-level class that covers the history of the United States from discovery until the present. **Students/Parents/Guardians are responsible for textbook costs. This course is equivalent to college level History 1301/ 1302.**

Economics - 4401

Economics/Free Enterprise focuses on the production, distribution, and consumption of goods and services in the U.S. The course emphasizes fundamental principles of market economics, and students learn how markets and prices allocate scarce resources. Students study consumer behavior, the roles of business and government in the economy, the banking system, international trade, and other topics. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.

Honors World Geography - 410P

The purpose of the Honors course in World Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will **analyze** human social organization and environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. A significant outcome of the course is students' awareness of the relevance of geography to everyday life. Emphasis will be placed on the use of research, problem-solving skills, and decision-making skills to ask and answer geographic questions. **Strong** reading and writing skills are essential for success in this course. There will be summer assignments for this course.

United States Government - 4400

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

United States History - 430R

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen students' understanding of the people and issues that have shaped the United States today.

World Geography - 410R

Geography is a field of study in which the characteristics of places on the earth's surface are examined. It is concerned with the arrangement of things and with the associations that distinguish one area from another. The study is divided into three distinct parts: (1) Earth's topography; (2) Cultural regions of the world; and (3) Man and his habitat. The course will require map study, outside research, and unit tests.

World History - 420R

World History Studies focuses on the development of human society from prehistoric to modern times. Emphasis is placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. The course employs an interdisciplinary approach to deepen students' understanding of the world's people, today and in the past.

NEW Psychology - 4501

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

NEW Sociology - 4502

Sociology is an elective course which provides an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

NEW ACC Dual Credit Economics with Free Enterprise Systems & its Benefits – 45DC

Principles of macroeconomics is taught by an ACC professor. Students who complete ECON 2301 will receive high school economics credit. Students must make at least a 70 to earn high school credit.

HEALTH / PHYSICAL EDUCATION

COURSE			GRADE	CREDIT	PREREQUISITE
6111	PES00000	Boys Athletics 1	9 - 12	1	Coach Approval
6112	PES00001	Boys Athletics 2	10 - 12	1	Coach Approval
6113	PES00002	Boys Athletics 3	11 - 12	1	Coach Approval
6114	PES00003	Boys Athletics 4	12	1	Coach Approval
611B	PES00000	Boys Athletics 9th Grade	9	1	Coach Approval
6010-13	PES00013	Cheer	9-12	1	Audition Placement
6327	03832500	Color Guard	9-12	1	Coach Approval
6001	03833300	Dance Performance Ensemble I: Dance Team	9-12	1	Audition Placement
6121	PES00000	Girls Athletics 1	9 - 12	1	Coach Approval
6122	PES00001	Girls Athletics 2	10 - 12	1	Coach Approval
6123	PES00002	Girls Athletics 3	11 - 12	1	Coach Approval
6124	PES00003	Girls Athletics 4	12	1	Coach Approval
612G	PES00000	Girls Athletics - 9th Grade	9	1	Coach Approval
611F	PES00000	Football 9th Grade	9	1	Coach Approval
612F	PES00001	Football 10th Grade	10	1	Coach Approval
613F	PES00002	Football 11th Grade	11	1	Coach Approval
614F	PES00003	Football 12th Grade	12	1	Coach Approval
6100	PES00009	Off-Campus Physical Education I	9-12	1	Application Process
6101	PES00051	Lifetime Fitness and Wellness Pursuits	9-12	1	
6102	PES00053	Lifetime Recreation and Outdoor Pursuits	9-12	1	
L600	LOCAL	Partners in PE	10-12	1	Coach Approval
6104	PES00056	Skill-Based Lifetime Activities	9-12	1	

HEALTH / PHYSICAL EDUCATION: Course Descriptions

Boys Athletics - 6111(1), 6112(2), 6113(3), 6114(4)

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

Individual Sports:
Cross Country, Golf, Tennis, Track and Field, and Powerlifting
Team Sports:
Boys: Football, Basketball, Soccer, Baseball
Girls: Volleyball, Basketball, Soccer, Softball

Boys Athletics: 9th Grade 611B

Students may be enrolled in only one section during the regular school day for practice of inter- school competitive athletics. Students enrolled in athletics will be required to have a physical exam for each year they are in athletics. Students who enroll in an athletic class will be subject to removal and placed in a Physical

Education class for the remainder of the semester if they do not meet the athletic standard required for participation on a competitive team. Course designed for 9th graders only.

Cheer – 6010, 6011, 6012, 6013

Cheerleaders are selected based upon judging during tryouts. Each member of the cheer squad will be scheduled in a class period for the fall and spring semester. The course will provide opportunities for individuals to develop skills, techniques, and conditioning necessary to be a successful cheerleader. Various team building strategies will be implemented.

Color Guard - 6327

Color guard is a year-round class in which students learn dance and body principles and apply them to the art of color guard and it's components of flag, rifle, saber, and various props. The year includes performances and participation at summer camps, football games and contests with the Marching Band, public and community performances, recitals, as well as Winter guard competitions in the Spring semester. Before and after school practice is required as well as one class period for each semester. Students may receive a PE or Fine Arts Credit for this course.

Dance Performance Ensemble I: Dance Team - 6001

Dance Team is an extra-curricular activity based upon the dance curriculum. Dance Team members are selected only by audition near the end of the spring semeste The dance team participates in many outside-of-the-school-day performances including, but not limited to, events with the marching band, football games, pe rallies, parades, basketball games, dance competitions, various spring performances and summer camps/training. Before and/or after school practice is required a well as one class period for each semester.

Girls Athletics: 6121(1), 6122(2), 6123(3), 6124(4)

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

Individual Sports:

Cross Country, Golf, Tennis, Track and Field, and Powerlifting

Team Sports:

Boys: Football, Basketball, Soccer, Baseball Girls: Volleyball, Basketball, Soccer, Softball

Girls Athletics: 9th Grade - 612G

Students may be enrolled in only one section during the regular school day for practice of inter- school competitive athletics. Students enrolled in athletics will be required to have a physical exam for each year they are in athletics. Students who enroll in an athletic class will be subject to removal and placed in a Physical Education class for the remainder of the semester if they do not meet the athletic standard required for participation on a competitive team. Course designed for 9th graders only.

Football: 9th-12th - 611F-614F

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

Off-Campus Physical Education I - 6100

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

Lifetime Fitness and Wellness Pursuits - 6101

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

Lifetime Recreation and Outdoor Pursuits - 6102

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

Partners P.E. – L600

This course partners with age-appropriate peers in an integrated setting. Students will assist in planning and supporting modifications for students with developmental and physical disabilities. Units of instruction include physical fitness, interactive games, and sports! No credit is received for this elective.

Skill-based Lifetime Activities - 6104

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

NOTE: The total possible number of PE related credits a student can earn is 4. The maximum number of athletic related courses that can count for graduation is 4 credits.

JISD LOCAL REQUIREMENTS

COURSE			GRADE	CREDIT	PREREQUISITE
5325	13024300	Dollars and Sense (CTE)	9-12	.5 Credits	
5205	13009900	Professional Communications (CTE)	9-12	.5 Credits	None

JISD LOCAL REQUIREMENTS: Course Descriptions

Dollars and Sense - 5325

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

Professional Communications - 5205

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

ELECTIVE COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
6134	PES00002	Athletic Training I	10-12	1	
6135	PES00003	Athletic Training II	11-12	1	Athletic Training I
5450	13039350	Introduction to Aircraft Technology (CTE)	9-12	1	
5411	12701300	Career Preparation I	11-12	2	Career Preparation Application, Training Agreement and Course Responsibilities form
5413	12701400	Career Preparation II	11-12	2	Career Preparation Application, Training Agreement and Course Responsibilities form
6131	N1150040	Sports Medicine I	10-12	1	Athletic Trainer Approval
6132	N1150041	Sports Medicine II	11-12	1	Sports Med I and Trainer Approval
5203	12701500	Yearbook I: Project Based Research	10-12	1	BIM or Print IT
5204 5303	12701510 13011300	Yearbook II & III: Project Based Research	11-12	1	Yearbook 1, Yearbook 2

ELECTIVES: Course Descriptions

Athletic Training I & II - 6134/6135

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

Introduction to Aircraft Technology - 5450

Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, powerplants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, powerplant theory and maintenance, and powerplant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

Career Preparation I (Co-op) - 5411

The goal of this class is to prepare students with a variety of skills for a fast-changing workplace. 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. Students are required to work a minimum of 15 hours per week, with 10 of the hours worked Monday-Friday. Problem solving skills, higher-level thinking, and work application techniques are enhanced through this class format. Enrichment activities include special projects, guest speakers, and field trips. **Enrollment requires completion of Career Preparation Application, Training Agreement and Course Responsibilities form.**

Career Preparation II (Co-op) - 5413

The goal of this class is to prepare students with a variety of skills for a fast-changing workplace. 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. Students are required to work a minimum of 15 hours per week, with 10 of the hours worked Monday-Friday. Problem solving skills, higher-level thinking, and work application techniques are enhanced through this class format. Enrichment activities include special projects, guest speakers, and field trips. **Enrollment requires completion of Career Preparation Application, Training Agreement and Course Responsibilities form.**

Sports Medicine I - 6131

This course provides an opportunity for the study and application of the components of Sports Medicine including but not limited to: Sports Medicine Related Careers, Organizational and Administrative Considerations, Prevention of Athletic Injuries, Recognition, Evaluation, and Immediate Care of Athletic Injuries, Taping and Wrapping Techniques, and Therapeutic Exercises. **Outside school hours participation required. Application Required.**

Sports Medicine II - 6132

This course is designed for athletic training students. 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. It provides an in-depth study and application of the components of sports medicine including but not limited to : Basic Rehabilitative Techniques, and Therapeutic Modalities. **Outside school hours participation required. Application Required.**

Yearbook I- III: Project Based Research - 5203, 5204, 5303

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

LOCAL CREDIT ELECTIVE COURSES

COURSE			GRADE	CREDIT	PREREQUISITE
L	85000XXX	Off-Campus	12	0 Credits	Admin. Approval
L300	85000OFA	Office Aide	12	1 Local	Admin. Approval
L311	85000LIB	Library Aide	12	1 Local	Admin. Approval

Acknowledgements

Just as a student has an opportunity to build on the Foundation High School Plan by earning a Distinguished Level of Achievement and/or endorsements, a student can build on the FHSP by earning Performance Acknowledgements. To learn more about Performance Acknowledgements read the infographic below.

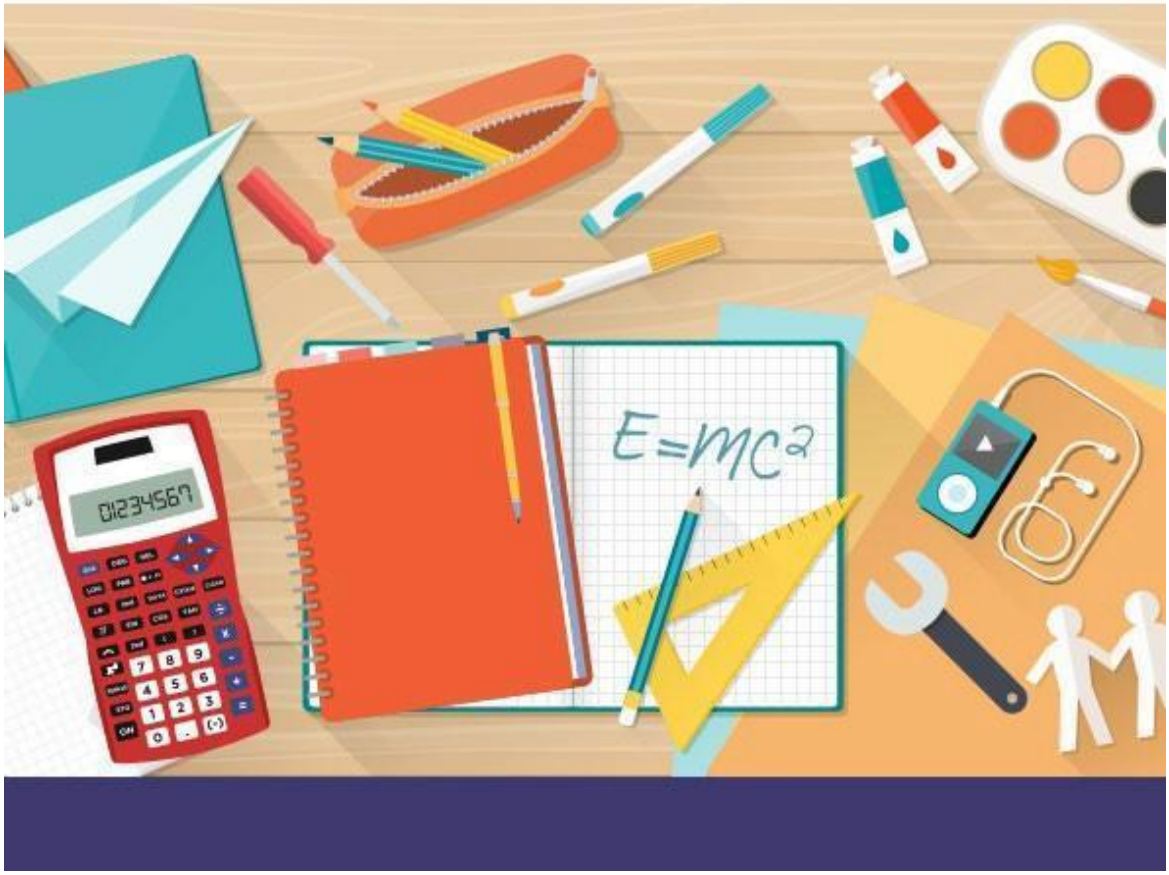
Texas Education Agency Graduation Toolkit

Performance Acknowledgments

Performance Acknowledgments note outstanding achievement in specific areas. These distinctions will be included in your high school transcript and better position you for successful entry into college and/or the workforce.

Performance Acknowledgments Areas

- dual credit courses
- bilingualism and biliteracy
- PSAT, ACT ASPIRE®, SAT, or ACT
- Advanced Placement or International Baccalaureate exams
- State-, nationally- or internationally-recognized business or industry certification or license



FHSP PERFORMANCE ACKNOWLEDGEMENTS

Students may earn a performance acknowledgement on the student's diploma and transcript by outstanding performance. Students may earn performance acknowledgements for:

- Dual credit (12 hours of college academic courses with a grade of 3.0 or higher on a 4.0 scale)
- Bilingualism and biliteracy (completing all English language arts requirements with an 80 or higher, and a. completing 3 credits in the same language with an 80 or higher, or b. demonstrating proficiency for Level IV or higher with an 80 or higher, or c. scoring a 3 or higher on a College Board Placement exam for a language other than English)
- Outstanding performance on a College Board Advanced Placement test (a 3 or above) on one or more AP exams.
- Outstanding performance on the PSAT/NMSQT (commended scholar), ACT Aspire exam (college readiness benchmark on two of the four subject tests), SAT exam (at least a 410 on reading and 520 on math), ACT exam (composite score of 28 excluding the writing subscore)
- Nationally or internationally recognized business or industry certification or license (contact the CTE Coordinator for more information)

Advanced Academics

In addition to offering opportunities to earn a Distinguished Level of Achievement, Endorsements and Performance Acknowledgements, JISD offers several programs in which students can earn college credit through advanced placement, dual credit, and dual enrollment. If a student is interested in taking a college class while in high school, it is recommended that students look up the course prior to enrollment and compare it with the colleges/universities they wish to attend to see how or if the course is transferable.

	Advanced Placement	**Dual Credit** (Austin Community College)	**Dual Enrollment** (UT OnRamps)
Description	The AP Program allows students to take college-level courses and exams while in high school.	Dual Credit allows high school students to experience the rigor of a college course. Students earn both high school and college credit simultaneously.	Students are concurrently enrolled in a high school course and college course providing opportunities to engage in college level learning experiences.
Credit	College credit may be awarded depending on the student's score on the AP examination. Individual colleges and universities, not the College Board or the AP Program, determine course credit and placement. Public Texas colleges and universities must accept a score of 3 or higher for college credit.	High school and college credits are awarded. Students receive a college grade which is recorded on both high school and college transcripts. The high school credit is awarded with a grade of C or better.	High school and college credit through UT Austin are awarded separately for the high school and college courses. Students may earn credit in one and not the other.
Teacher / Instructor	Taught by high school teachers who have been trained through the College Board.	Taught by a college professor.	Taught by OnRamps certified high school teacher in partnership with the UT professor of record.
Curriculum	Standards are provided by the CollegeBoard. Must also meet TEKS standards if End-of-Course STAAR exam tested.	Standards provided by college institutions. Students are still responsible for End-of-Course STAAR exam where applicable.	Standards provided by UT OnRamps and meet TEKS requirements.

College / University Acceptance	Accepted at numerous universities nationwide. To verify credit awarded by university/college, go to: https://apstudents.collegeboard.org/getting-credit-placement/search-policies	Credit accepted by public state schools in Texas and elsewhere at the discretion of the college/university.	Accepted at any colleges and universities that accept transfer credits from UT Austin.
Course Information	Courses are taught at the campus and are embedded during the school day as part of the student's schedule.	Taught at the high school campus, online, or at the college campus. Courses may be embedded during the school day as part of the student's schedule.	Taught on the high school campus and online concurrently. Courses may be embedded during the school day as part of the student's schedule.
Eligibility	Open to all high school students who meet prerequisites listed in the course descriptions.	Open to all high school students who meet prerequisites listed in the course descriptions as well as specified college readiness scores.	Open to all high school students who meet prerequisites listed in the course descriptions as well as specified college readiness scores.
Enrollment	Indicate course choice on course selection sheet.	Indicate course choice on course selection sheet and complete college / university enrollment steps.	Indicate course choice on course selection sheet.

ADVANCED PLACEMENT

The Texas Education Agency (TEA), in conjunction with The College Board, is encouraging the incorporation of Advanced Placement strategies into high school courses. Jarrell ISD, to prepare students for the Advanced Placement testing opportunity, has expanded the Advanced Placement strand throughout the curriculum. These courses are designed to enhance learning and level of challenge. Advanced Placement courses provide a rigorous curriculum; furthermore, universities across the country recognize the quality inherent in Advanced Placement designated courses.

A university may grant college credit based on Advanced Placement examination scores; therefore, all students enrolled in an Advanced Placement course are encouraged to take the Advanced Placement exam for that course, another opportunity to earn college credit. There is a fee for each exam. Information on fee reductions and exam subsidies, based on financial need, are available through the high school testing coordinator.

DUAL CREDIT

JISD offers the opportunity to earn dual credit, meaning credit toward high school and college simultaneously. Students are responsible for financial requirements for textbooks and any associated fees. Students' applications for dual credit must be submitted prior to the established deadlines set by JHS, and ACC. Students participating in the JHS Dual Credit Cohort are required to participate in each of the grade level courses offered through Dual Credit. Dual Credit students are invited to participate in additional Dual Credit courses through ACC and can contact JHS College and Career Coordinator for applicable courses. Please reference the JHS Dual Credit Handbook for further information on the program.

<u>At this time there is no fee for ACC Dual Credit Courses, however that is subject to change.</u>

To take a dual credit course, high school students must have:

- Received permission from their parent/guardian and high school counselor and principal.
- Meet or exceed the required minimum scores on the TSIA, ACT, SAT, or EOC exams.
- College courses taken through dual credit programs are subject to fees and other costs that may include textbooks and specified resources.
- Dual Credit students must apply for admission to HCC, document eligibility for courses selected, and enroll by ACC and JISD designated deadlines. Students who do not complete all steps by these deadlines will not be enrolled in dual credit classes and will be placed in a JISD core course equivalent.

Approved Courses for Dual Credit with Austin Community

JISD COURSE #	ACC COURSE	GRADE	HS CREDIT	COLLEGE CREDITS	PREREQUISITE
ELECTIVES					
71DB	HUMA 1301	10	0.5	3	Dual Credit Criteria
71DA	EDUC 1300	10	0.5	3	Dual Credit Criteria
ENGLISH					
13DA	ENGL 1301	11	0.5	3	Dual Credit Criteria
13DB	ENGL 1302	11	0.5	3	Dual Credit Criteria ENGL 1301 w/ C or better
14DA	ENGL 2322	12	1.0	3	Dual Credit Criteria ENGL 1301 & 1302 w/ C or better
HISTORY					
43DA	HIST 1301	11	0.5	3	Dual Credit Criteria
43DB	HIST 1302	11	1.0	3	Dual Credit Criteria
SOCIAL STUDIES					
44DA	GOVT 2305	12	0.5	3	Dual Credit Criteria
44DB	GOVT 2306	12	0.5	3	Dual Credit Criteria
45DB	SOCI 1301	12	0.5	3	Dual Credit Criteria

DUAL ENROLLMENT (ONRAMPS)

OnRamps is one of The University of Texas at Austin's signature initiatives designed to expand access to high-quality educational opportunities across the state of Texas. UT serves tens of thousands of high school students and teachers, in partnership with school districts and higher education institutions. UT offers distance education through a dual enrollment model for high school students to engage in authentic college experiences and professional learning for their teachers to deepen their content knowledge and impact in the classroom. **NOTE: UT-Austin OnRamps Tuition & Fees The state of Texas budget appropriation covers all the costs. Continued funding will be determined during each legislative session. Should the legislators decide to lessen/eliminate funding, students and parents will be notified about cost for the course.**

Approved Courses for Dual Enrollment (OnRamps)

JISD COURSE #	COURSE NAME	GRADE	CREDIT	PREREQUISITE
330P	Physics	11-12	1	Algebra I, Geometry
23RP	College Algebra	10-12	1	Algebra I, Geometry
13RP	English III	11	1	English I, English II

Jarrell Middle School

101 East Avenue F

Jarrell, Texas | 512-746-4180 Ext. 3000

Principal - Kelly Blair

As part of the course selection process, the campus counselor will visit classrooms in the spring to discuss students' options. Before those discussions, parents/guardians and students should take the time to review the requirements and the courses offered at Jarrell Middle School. As you consider courses, here are just a few things to keep in mind:

- 3 years of each of the core classes is required: language arts, math, social studies, science
- Honors classes are offered to 6th, 7th, and 8th graders.
- 6th graders can enroll in pre-athletics, in preparation for the athletics program.
- Fine arts electives include band, choir, and art; a minimum of 2 semesters are required in middle school.

To give you a better picture, here is a quick overview of the curriculum requirements.

6-8 GRADE CURRICULUM REQUIREMENTS

6th Grade Requirements

6th Reading Language Arts	2 semesters/1 period
6th Mathematics	2 semesters/1 period
6th Social Studies - World Geography	2 semesters/1 period
6th Science - Physical Science	2 semesters/1 period
Physical Education	2 semesters/1 period
6th grade Success	2 semesters/1 period
Elective	2 semesters/1 period
Elective	2 semesters/1 period
8 periods	

7th Grade Requirements

7th Reading Language Arts	2 semesters/1 period
7th Mathematics	2 semesters/1 period
7th Social Studies - Texas History	2 semesters/1 period
7th Science - Life Science	2 semesters/1 period
Physical Education	2 semesters/1 period
Leadership	2 semesters/1 period
Elective	2 semesters/1 period
Elective	2 semesters/1 period
8 periods	

8th Grade ~ Requirements

8th Language Arts	**2 semesters/1 period**
8th Mathematics	**2 semesters/1 period**
8th Social Studies - American History	**2 semesters/1 period**
8th Science - Earth Science	**2 semesters/1 period**
Leadership and Career Exploration	**2 semesters/1 period**
Elective	**2 semesters/1 period**
Elective	**2 semesters/1 period**
Elective	**2 semesters/1 period**
8 periods	

Jarrell Middle School Curriculum

The 6th, 7th, and 8th Grade classes provide instruction in all State-mandated Texas Essential Knowledge and Skills (TEKS). Texas has adopted curriculum standards that are to be used in all the state's public schools. The current standards, which outline what students are to learn in each course or grade, are called Texas Essential Knowledge and Skills (TEKS).
http://tea.texas.gov/curriculum/teks/

In addition to the middle school requirements already mentioned, it is important students keep in mind Jarrell Middle School requires at least 1 high school credit prior to finishing 8th grade. A snapshot of the courses offered for high school credit is provided for you below. Note: These credits do NOT count toward high school GPA.

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

Some of the courses mentioned above are part of programs of study that lead to high school endorsements. See the chart below and page 13 of this guide for more information about programs of study and endorsements.

Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course	Fifth Course
Animal Science	Principles of Agriculture 1 Credit Offered at JMS and JHS	Small Animal Mgmt. & Equine Science (Sem. Courses) .5 + .5 = 1 Credit	Livestock Production 1 credit	Veterinary Medical Applications 1 Credit	Practicum in Ag, Food & Natural Resources 2 Credits Or Advanced Animal Science 1 Credit
Plant Science		Floral Design 1 Credit	Advanced Floral Design 1 Credit	Advanced Plant and Soil Science 1credit	
Welding - Applied Ag. Engineering		Ag. Mechanics & Metal Technologies 1 Credit	Ag. Structures Design & Fabrication 1 Credit	Ag. Equipment Design & Fabrication 1 Credit	Practicum in Ag, Food & Natural Resources 2 Credits
Design & Multimedia Arts	Principles of AAVTC 1 Credit Offered at JMS and JHS	Digital Media 1 Credit	Graphic Design & Illustration 1 Credit	Graphic Design & Illustration II 1 Credit	Practicum of Graphic Design & Illustration 2 Credits
Digital Communications		Digital Media 1 Credit	Digital Communications in the 21st Century 1 Credit	Audio/Video Prod. I 1 Credit	Audio/Video Prod. II 1 Credit
Programming & Software Development	Fundamentals of Computer Science 1 Credit	AP Computer Science Principles 1 Credit	Computer Science I 1 Credit	AP Computer Science A 1 Credit	Computer Science II 1 Credit
4 levels in the same LOTE	LOTE: Spanish I Offered at JMS & JHS	LOTE: Spanish II or LOTE: Honors Spanish II	LOTE: Honors Spanish III	Literature & Culture: AP Spanish V	

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

READING/LANGUAGE ARTS

COURSE			GRADE	CREDIT	PREREQUISITE
0610	03200510	ELAR 6	6		
0710	03200520	ELAR 7	7		
0810	03200530	ELAR 8	8		
061P	03200510	Honors ELAR 6	6		
071P	03200520	Honors ELAR 7	7		
081P	03200530	Honors ELAR 8	8		
061E	02940000	English as a Second Language	6		
071E	03200400	English as a Second Language	7		
081E	03200500	English as a Second Language	8		

READING/LANGUAGE ARTS: Course Description

ELAR 6 - 0610

6th grade RLA explores various literary works through an analysis that exemplifies the context of each genre. The grammatical aspect of language arts becomes meaningful, for it is integrated into each writing assignment. This course enhances critical thinking; explores this form of communication through a technologically based society; and provides students with the language skills needed beyond the classroom.

ELAR 7 - 0710

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

ELAR 8 - 0810

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

Honors Reading and Language Arts 6 - 061P

In addition to the grade level requirements, this course prepares students for high school's Advanced Placement Program. Students will master what is required of them at grade level, alongside grasping both concrete and abstract ideas that are required of the advanced environment. Students are expected to read and write above grade level, develop deep analysis of themes across different genres and multiple texts, and complete all that is asked of them. Students should be prepared for independent work done outside of the classroom.

Honors Reading and Language Arts 7 - 071P

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

Honors Reading and Language arts 8 - 081P

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

English as a Second Language (ESL) - 061E, 071E, 081E

English Language Learners will receive additional support from our campus as needed, given additional support to build their English vocabulary. All ESL students at middle school are placed into a mainstream schedule.

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

MATHEMATICS

COURSE			GRADE	CREDIT	PREREQUISITE
0620	02820000	Mathematics	6		
0720	03103000	Mathematics	7		
0820	03103100	Mathematics	8		
062A	03103000	Accelerated Math	6		
072A	03103100	Accelerated Math	7		
OH21	03100500	Algebra I	8	1 HS Credit	

MATHEMATICS: Course Description

Mathematics 6 - 0620

In the 6th grade, the curriculum introduces skills that are essential for all students. Concepts, procedures, and vocabulary that students will need in order to be successful in upper-level algebra and geometry courses are introduced and continually practiced. Students begin with a general review of the four basic operations. They are introduced to exponents, geometric formulas, algebraic concepts, ratios, percentages, and adding, subtracting, multiplying, and dividing signed numbers. 6th Grade Math students work extensively with fractions, mixed numbers, decimals, and estimating. Problem solving strategies are also an integral part of the curriculum.

Mathematics 7 - 0720

In the 7th grade, students will study number operations, proportionality, equations, measurement and personal finance. The curriculum will include the use of rational number operations, proportionality and equations in problem situations and will expand the study of geometrical area to include lateral and surface area. Financial literacy will focus on taxes, budgeting and interest. Real-world situations, problem-solving strategies and communicating mathematical ideas are integrated into the curriculum.

Mathematics 8 - 0820

In the 8th grade, students will study number operations, proportionality, equations, algebraic reasoning, measurement and personal finance. The curriculum will expand students' use of number operations to include irrational numbers and students will use functions, tables, graphs and equations to represent linear relationships. Surface area and volume will now include cylinders, cones and spheres and the Pythagorean Theorem and transformations will also be included. Financial literacy will focus on loans and investments. Real-world situations, problem-solving strategies and communicating math ideas are integrated into the curriculum.

Accelerated Math 6 - 062A

Students in 6th Grade Accelerated Math will cover 6th and 7th grade TEKS and take the 6th grade STAAR Test.

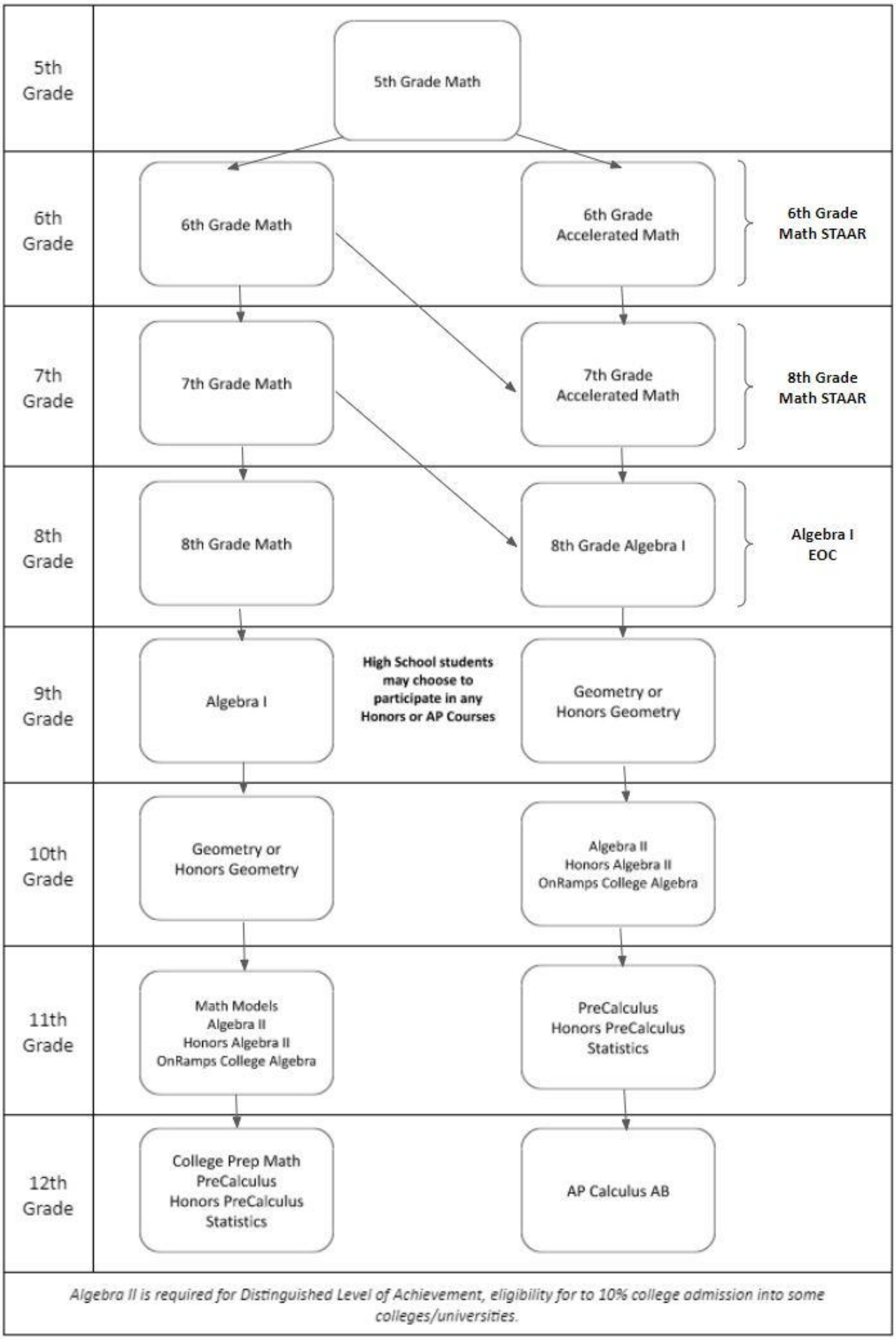
Accelerated Math 7 - 072A

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

Algebra 1 - 0H21

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

Recommended Course Sequence



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

SOCIAL STUDIES

COURSE			GRADE	CREDIT	PREREQUISITE
0640	02870000	Social Studies 6 (World Cultures)	6		
0740	03343000	Social Studies 7 (Texas History)	7		
0840	03343100	Social Studies 8 (US History to 1877)	8		
084P	03343100	Honors US HIstory	8		

SOCIAL STUDIES: Course Description

Social Studies 6th (World Cultures) - 0640

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

Social Studies 7th (Texas History) - 0740

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

Social Studies 8th (US History) - 0840

8th Grade starts the first of a two-year survey in American history which concludes in junior year of High School. Students will examine the time period beginning in 1492, the generally accepted beginning of European exploration of the Americas, through 1877, and the end of Reconstruction. Students will study the people, places and events that helped shape our land. They will study the contributions of African Americans, women, and immigrants and how the challenges these groups faced helped bring about great social change in the United States.

Honors US History (Grade 8) – 084P

The Honors course covers the same TEKS as on level, but provides more depth and breadth. The students will use a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks.

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

SCIENCE					
COURSE			GRADE	CREDIT	PREREQUISITE
0630	02830000	Science 6 (Physical Science)	6		
0730	03060700	Science 7 (Life Science)	7		
0830	03060800	Science 8 (Earth Science)	8		
083P	03060800	Honors Earth Science	8		

SCIENCE: Course Description

Science 6 (Physical Science) - 0630

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

Science 7 (Life Science) - 0730

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

Science 8 (Earth Science) - 0830

In 8th grade, students will study the nature of science, living systems and the environment, structures and properties of matter, motion, forces, and energy, and earth and space systems. During 8th grade students will focus on an understanding of scientific processes, which includes design of investigations, accurate data collection, the use of models to represent the natural world, and data analysis.

Honors Earth Science (Grade 8) -083P

Honors Earth Science follows the same learning standards as on-level. Honors Science provides capable students with skills designed to prepare them for the rigor and depth of the advanced and/or dual credit programs in high school. In addition to the strand foci outlined in on level courses, Honors courses are differentiated through a combination of the following: the depth of content presentation, greater student responsibility for his/her learning, slightly faster pacing, greater complexity of thought, and higher-level of cognitive understanding, as demonstrated through class discussion, essay writing, and products.

In addition to the core courses, a student can choose a physical education and 3 electives each year. Note: All 6th grade electives are yearlong courses.

PHYSICAL EDUCATION					
COURSE			GRADE	CREDIT	PREREQUISITE
06B5 06G5	02850000	Pre-Athletics	6		
075B 075G 085B 085G	03823000	Athletics	7-8		
065B 065G	02850000	Physical Education	6		
075G 075B 085G 085B	03823000	Physical Education	7-8		
0655 0755 0855	03823000	Dance	6 -8		
0H60	PES00053	Outdoor Adventure (Outdoor Education)	7-8	1 HS credit	
L600	85000xxx	Partners in P.E.	8		App./ teacher recommendation
0650	PES00009	Off-Campus Physical Education I	7-8		District Application Process

PHYSICAL EDUCATION: Course Description

Pre-Athletics: 6TH Grade - 06B5, 06G5

Pre-Athletics will introduce organized sports while preparing the 6th grade classes for Athletics which is available to them starting in the 7th grade. They will be taught school pride, sportsmanship, cooperation, and teamwork as well as the rules of the games they will have an opportunity to participate in including cross-country, volleyball, basketball, track and field,
soccer, and tennis.

Athletics: 7TH & 8TH Grade - 075B, 075G, 085B, 085G

In 7th and 8th grade athletics students can participate in competitive sports. Girls' sports offered include cross-country, volleyball, basketball, soccer, track and field and tennis. Boys' sports include cross-country, football, basketball, track and field, soccer, and tennis. Practice and game scheduling varies among sport, grade, and team. Each athlete MUST participate in at least one sport per semester. Any athlete not participating in a sport will be placed into the off-season program where they will prepare for their next sport. A physical exam and associated paperwork serve as prerequisites to compete in all sports events. Compliance with the Athletic Handbook and UIL requirements are required by all participants.

Physical Education - 065B, 065G, 075B, 075G, 085B, 085G

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

Dance – 0655, 0755, 0855

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

Outdoor Adventure (Outdoor Education) – 0H60

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

Partners P.E. - L600

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

Off-Campus Physical Education I: 0650

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

LANGUAGES OTHER THAN ENGLISH

COURSE			GRADE	CREDIT	PREREQUISITE
0770	03443000	Introduction to Spanish	7		
0H71	03440100	LOTE: Spanish I	8	1 HS Credit	

LOTE: Course Description

Introduction to Spanish - 0770

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

LOTE Spanish I - 0H71

This course is for beginning Spanish speakers. Focus of the course is on communication, culture, connections, comparisons, and community. It includes a grammar component which includes basic verb conjugation for AR, ER, and IR verbs; listening, speaking, reading, and writing are key components of Spanish 1. These are expanded through traditional methods, projects, and presentations. Spanish language courses must be taken sequentially. If a student does not maintain an average of 70, removal from the course will be considered.

LOTE Spanish II - 0H72

Spanish 2 focuses on students' language knowledge and skills. Verb conjugations are expanded to include all seven simple tenses. Application of this learning is provided through reading, writing, and speaking. Students have extensive vocabulary building through reading, translation, summarizing, and discussing current events, cultures, and literature.

FINE ARTS

COURSE			GRADE	CREDIT	PREREQUISITE
0663	03154110	Introduction to Art	6		
0773	03154210	Intermediate Art	7		
0863	03154310	Advanced Art	8		
0664	03154130	Beginning Band (Music Middle School Band)	6		
0764	03154130	Concert Band (Music Middle School Band)	7-8		
0864	03154130	Symphonic Band (Music Middle School Band I)	7-8		
0660 0760 0860	03154131 03154231 03154331	Introduction to Choir Girls Intermediate Choir Boys Intermediate Choir	6 7-8 7-8		
0H81	03253800	Tech Theatre	7-8	1 HS Credit	
0662	03154140	Introduction to Theater	6		
0762 0862	03154240 03154340	Theatre Arts	7-8		

FINE ARTS: Course Description

Introduction to Art - 0663

Students will explore the four basic strands of art: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods, students develop a respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Intermediate Art - 0763

Students will continue to explore the four basic strands of art: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods, students develop a respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Advanced Art - 0863

This course covers the same areas as Intermediate Art, but with more depth and expansion. This class is designed for self-motivated, well-disciplined art students who have demonstrated superior talent and creativity in the design and execution of art. Students will pursue art projects of interest to them.

Beginning Band - 0664

The band program begins in the sixth grade with classroom instruction on each of the basic band instruments: Flute, Clarinet, Saxophone, Trumpet, French horn, Trombone, Baritone, Tuba and Percussion. Although it is highly recommended that students begin band in the sixth grade, under certain circumstances seventh and eighth graders will be allowed to enter beginning band. member. The sixth-grade band performs in concerts and at local competitions and will take a trip in the spring. *FEES ARE ASSOCIATED WITH THIS COURSE, TO INCLUDE INSTRUMENT FEES.

Concert Band - 0764

Most of the students are in their second year of playing an instrument. This band will play with the Symphonic Band at Pep Rallies. Concert Band will perform 3-4 concerts a year as well as perform UIL Concert and Sight Reading. This is a yearlong course. Members need to practice a minimum of 30 minutes a day to continue their learning. *FEES ARE ASSOCIATED WITH THIS COURSE, TO INCLUDE INSTRUMENT FEES.

Symphonic Band - 0864

Our school's Premier Ensemble is composed of skilled 7th and 8th students who have a solid understanding of the fundamentals of band and their instrument. Members are required to participate in morning and afternoon technique classes lasting approximately 60-90 minutes per week. Members are also required to participate in UIL concert and sight-reading competition, solo and ensemble competition, and various other extra-curricular events. This group does perform off campus at several music festivals. *FEES ARE ASSOCIATED WITH THIS COURSE, TO INCLUDE INSTRUMENT FEES.

Choir 6-8 - 0660, 0760, 0860

The curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Choir are expected to participate in one evening concert each semester. This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Choir are expected to participate in one evening concert each semester as a major part of their grade, with other performance opportunities available throughout theyear.

Tech Theatre – 0H81

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

Introduction to Theater - 0662

During this course, students will read and use a play to learn about all aspects of drama, in preparation for producing a play. Students may have the opportunity to sew, write, perform monologues, pantomime, improvise, build scenery models, build props, write, perform songs, design and apply makeup. Students will read and use a play to learn about all aspects of drama, in preparation for producing a play. Students may have the opportunity to sew, write, perform monologues, pantomime, improvise, build scenery models, build props, write, perform songs, design and apply makeup.

Theatre Arts 7-8 - 0762, 0862

During this course, students will read and use a play to learn about all aspects of drama, in preparation for producing a play. Students may have the opportunity to sew, write, perform monologues, pantomime, improvise, build scenery models, build props, write, perform songs, design and apply makeup. Students will read and use a play to learn about all aspects of drama, in preparation for producing a play. Students may have the opportunity to sew, write, perform monologues, pantomime, improvise, build scenery models, build props, write, perform songs, design and apply makeup.

ELECTIVES: Career and Technical Education

COURSE			GRADE	CREDIT	PREREQUISITE
0686	LOCAL	Maker Space	6		
0771	03580100	Introduction to Technology & Design	7		
0772	03580100	Introduction to Computer Science for Innovators	7		
0H53	03580140	Fundamentals of Comp. Science	8	1 HS Credit	
0H54	13000200	Principles of Agriculture, Food, & Natural Resource	8	1 HS Credit	
0H55	13008200	Principles of Arts, Audio/Video Technology & Communications	8	1 HS Credit	

ELECTIVES: Course Description

Maker Space - 0686
This course will allow students to work in collaborative groups learning team building skills, complete project-based activities and use planning outlines to solve rea world problems. The students will complete self-directed lessons both individually and as a group with the teacher facilitating the learning. This hands-on class wil be a great introduction to future innovative and fundamentals classes.

Introduction to Technology & Design - 0771
Students will learn introductory keyboarding and coding, as well as the Google Suite. They will be introduced to developing campus publications.

Introduction to Computer Science for Innovators - 0772
Through the study of technology applications, students will use computer science skills to develop a broad understanding of how coding, robotics and innovation are crucial skills for a successful school experience and future job ready expertise. This class will use creative and computational thinking to solve problems while developing career and college readiness skills.

Fundamentals of Computer Science – 0H53
Students will earn a high school credit in the final middle school level of web design, coding, graphic design, audio production, video production, and VR/animation. Students will prepare for high school level classes in graphics, design, coding and robotics.

Principles of Agriculture, Food, & Natural Resources – 0H54
This course will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings. COURSE NOTE: Students earn one high school CTE credit upon passing the course for the year. The course will not count in the student's high school grade point average (GPA) or class rank

Principles of Arts, Audio/Video Technology & Communications – 0H55
The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. COURSE NOTE: Students earn one high school CTE credit upon passing the course for the year. The course will not count in the student's high school grade point average (GPA) or class rank

ELECTIVES:

COURSE			GRADE	CREDIT	PREREQUISITE
0690	LOCAL	6th Grade Success	6		
0790	LOCAL	Youth Leadership	7		
0890	LOCAL	Career Exploration	8		
0775 0875	LOCAL	Yearbook	7-8		
0785 0885	LOCAL	Peer Buddies	7-8		
L302	85000TCH	Tech Squad	7-8		

ELECTIVES: Course Description

6th Grade Success: *REQUIRED for Grade 6 - 0690

6th grade success students will focus on the skills necessary for new 6th grade students to be successful throughout middle school. The course will teach students study skills, note taking skills, technology skills including keyboarding, computer science and basic coding, writing skills, social/emotional management, team building/partnering, how to monitor their own grades, how to manage the schedule of having several periods of teachers and much more.

Youth Leadership: *REQUIRED for Grade 7 - 0790

This course will empower 7th grade students to be successful focusing on the skills necessary to ensure a bright future in 8 th grade and into high school. The course will expand on study skills, note taking skills, technology skills with a focus on time management, goal setting and team building/partnering.

Career Exploration & Leadership: *REQUIRED for Grade 8 - 0890

This course is designed to build on collaborative skills and habits of mind, students will gain knowledge and expertise in leadership skills including goal setting, effective communication, organization time management, and collaborative strategies. Students solve relevant and current school and community issues by working collaboratively and independently on high level, real-world tasks such as project proposals, portfolios, and presentations.

Yearbook – 0775, 0875

This course focuses on mass communication. Students are required to apply their skills to the processes of writing, designing and editing a school yearbook and/or newspaper. Typing skills are suggested but not required.

Peer Buddies – 0785, 0885

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

Tech Squad – L302

This course pairs students with JISD Technology professionals. Students will work alongsige campus technology support staff to learn how to do general repair, updates, and maintenance on campus technology.

General Information

Academic Eligibility Rules

A student shall be suspended from participation in all extracurricular activities sponsored or sanctioned by the school district during the three-week period following a grade reporting period in which the student received a grade lower than 70 in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than certain identified classes, is 70 or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. A suspended student may regain eligibility seven days after the six-week grading period ends or seven days after a three-week evaluation period. For a student to be eligible to participate in UIL activities, the student must be classified as a full-time student. Classes such as study hall, office aide, and off-campus do not meet this requirement.

Academic Options

Students have several academic options when selecting classes. These include on-level courses, AP, Honors and Dual Credit courses. Students are advised to take courses at a level where
they will be challenged and yet will perform successfully. The options available for each course are listed with course descriptions.

Attendance

Students must be in attendance a minimum of 90 percent of the days after enrollment in the course. See the Student/Parent Handbook for more information.

Career and Technical Education

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

Class Ranking

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

Class Ranking: Calculation

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

Class Ranking: Exclusions

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

Class Ranking: Weighted Grade System

The district shall categorize and weight eligible courses as Tier 1, Tier 2, and Tier 3 in accordance with provision of this
policy and as designated in appropriate District publications.
TIER 1: Eligible Advanced Placement (AP), Honors, Engineer Your World (when and if UT credit is completed and successfully approved by UT), and Dual Credit courses shall be categorized and weighted as Tier 1 courses.
TIER 2: Eligible courses not designated as Tier 1 or Tier 3 courses, including general education courses, shall be categorized, and weighted as Tier 2 courses.
TIER 3: Eligible courses designated as modified TEKS courses shall be categorized and weighted as Tier 3 courses.
The district shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average.

Grade	Tier 1	Tier 2	Tier 3
100	5.0	4.0	3.0
99	4.9	3.9	2.9
98	4.8	3.8	2.8
97	4.7	3.7	2.7
96	4.6	3.6	2.6
95	4.5	3.5	2.5
94	4.4	3.4	2.4
93	4.3	3.3	2.3
92	4.2	3.2	2.2
91	4.1	3.1	2.1
90	4.0	3.0	2.0
89	3.9	2.9	1.9
88	3.8	2.8	1.8
87	3.7	2.7	1.7
86	3.6	2.6	1.6
85	3.5	2.5	1.5
84	3.4	2.4	1.4
83	3.3	2.3	1.3
82	3.2	2.2	1.2
81	3.1	2.1	1.1
80	3.0	2.0	1.0
79	2.9	1.9	0.9
78	2.8	1.8	0.8
77	2.7	1.7	0.7
76	2.6	1.6	0.6
75	2.5	1.5	0.5
74	2.4	1.4	0.4
73	2.3	1.3	0.3

Course Credit

High school students are required to complete courses mandated under their graduation plan. Credit for a course may be earned only if the student receives a grade equivalent to a 70 or higher on a 100-point scale. State-approved courses are aligned to the Texas Essential Knowledge and Skills (TEKS). Credits are awarded in semester increments. A one-semester course is worth a .5 credit. A full-year course is worth 1.0 credit. (Identified courses are worth more than one credit.) If a student fails a semester course, the student must retake the entire course to earn graduation credit. If a student fails one semester of a multi-semester course, the student only retakes the semester that was failed. (In a two-semester course, a student can gain credit if both semesters average to a 70 or higher for the year.) High school courses taken in middle school will NOT count in the grade point average for graduation (GPA).

Course Credit: Transferred Grades

When a student transfers semester grades for courses that would receive additional weight under the district's weighted grade system, the district shall assign additional weight to the grades based on the categories and grade weight system used by the district. A student who transfers into the district high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses offered in the district and the grade point scale or weighted numerical grade average used for credit earned inthe district. Students transferring into the district from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	A = 94	A- = 90
B+ = 87	B = 84	B- = 80
C+ = 79	C = 77	C- = 75
D+ = 74	D = 72	D- = 70
F = 69		

Some courses do not count toward graduation credits, will not post to a student's transcript nor be calculated for GPA and class rank. Such classes may include Office Aide, Library Aide, Teacher Aide.

Course Offerings

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

Course Offerings: Selection & Availability

Selections during registration indicate how many teachers and sections will be needed for a course. This information is crucial in creating master schedules that are developed in the Spring prior to the upcoming year. The process allows administrators to plan and hire for optimum academic strength. When learners are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. Very seldom does a single course change affect only one course. As a result, all learners are affected. Careful selections benefit everyone. Students should pay special attention to "Prerequisites", as prerequisites MUST be successfully completed before a student is allowed to enroll in a course. In addition, students should pay close attention to alternate elective courses, as a student may be placed in one or more of his or her alternate selections. If no alternatives are selected, a student will be placed in an elective that fits his/her schedule and graduation plan.

Credit by Exam With No Prior Instruction

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

Credit Recovery

Students may recover credit through computer-assisted instruction for courses previously failed. Not all courses are eligible for recovery.

Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade 3–12 in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a) (2)(C). Students at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or any student in a substitution for physical education must be assessed. Students that are enrolled in athletics, off-campus private or commercially sponsored physical activity programs, or ROTC must always be assessed. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one mile run or pacer test), muscular strength and endurance (curl-ups, pull-ups, flexed arm hang), and flexibility (shoulder stretch.)

Local-Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period.

Make-Up Work

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school after an absence. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally, one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline may result in a lower grade.

National Collegiate Athletic Association

NCAA rules require that core courses are academic, four-year college-preparatory courses. Courses taken through distance learning, online, or for credit recovery need to compare in length, content and rigor to courses taught in a traditional classroom. When considering an online, distance learning, correspondence or credit recovery program, there are several things to keep in mind when determining whether such a course may be used for NCAA initial-eligibility purposes. It is the parent's responsibility to ensure compliance with the requirements for the NCAA Eligibility http://www.ncaa.org and NAIA Eligibility http://www.playnaia.org for college athletics

Required State Assessments for Graduation

STAAR end-of-course (EOC) assessments are administered for the following courses: Algebra I; English I and English II; Biology; U.S. History. Approaching, meets, or masters standards on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If
if a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.
Designated supports (accommodations) will be available for students who require certain instructional, and assessment supports on a routine basis. STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee. An ARD Committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

Schedule Corrections:

Schedule corrections will require a parent signature as well as administrator or administrator designee approval. Schedule corrections will be considered for the following reasons only:

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisite(s) for a course.
- The student has already earned course credit (i.e. summer school, transfer course work, correspondence courses, credit by exam, etc.)
- The student has been dismissed from a program for which approval must be granted for placement.
- There is a data entry error made by the school (i.e. two first-period classes, a schedule that does not contain the full number of classes, etc.)
- The student has previously failed this course with the same teacher.

Semester System

The Jarrell Independent School District's schools operate on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. Most courses vary from one to two semesters in length.

Student Interest Clubs

Clubs offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993). Listed below are current clubs available for students at each secondary campus in addition to course offerings.

Jarrell High School **Club List with Sponsor Information**	**Jarrell Middle School** **Club List with Sponsor Information**
Family Career and Community Leaders of America Yearbook Interact Blue Crew National Honor Society Spanish Club Student Council The Locker Health Occupations Students of America Robotics Athletics UIL Academics Theater Band/Color Guard Cheer Choir Guardians Environmental Club AV Club FCA - Fellowship of Christian Athletes Esports Key Club	UIL academic competition Athletics Music Appreciation Board Games Club National Junior Honor Society Gang Beasts and Minecraft (Video Games) Newspaper Club Cougar Council Puzzle Club Culture Club Pokemon Club Crochet Club What's Left is Left Magic Gathering Club Chess Club Blue Crew

Special Programs

The district provides special programs for students diagnosed with dyslexia, English Language Learners, students identified as Gifted and Talented and students with disabilities.

Dyslexia and Related Disorders

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the campus 504 coordinator, diagnostician, school counselor or principal for information on the District's Dyslexia Program, and information regarding appropriate evaluation for reading disorders.

English Language Learners' Services

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

Gifted / Talented Services

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

Section 504 Services

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

Special Education Services

Each local school has the responsibility for providing educational and related services to students in the least restrictive environment, and students with disabilities can participate in educational programs and activities with students without disabilities. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators, or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services. The school district curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained in the general program of instruction or through special education instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. Students with disabilities shall have available an instructional day commensurate with that of students without disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student, and these shall be specified in the student's individual educational plan (IEP). Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), ß29.001 and ß29.003.

College Readiness and More

AUTOMATIC COLLEGE ADMISSION

Information can be found at

https://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission/

Under House Bill 588 passed by the 75th Legislature in 1997, students who are in the top 10% of their graduating class are eligible for automatic admission to any public university in Texas. However, SB 175 caps the number of students admitted under the top 10% law to 75% at UT Austin; thus, acceptance rates will vary from year to year. As a result, UT Austin will automatically admit all eligible summer/fall freshmen applicants who rank within the top 7% of their high school graduating classes, with remaining spaces to be filled through holistic review. In the fall, graduate requirements for the spring will be announced. To be eligible for the top 10% automatic admission, a student must: Graduate in the top 10% of his/her class at a public or private high school in Texas; Enroll in college no more than two years after graduating from high school; and submit an application and all required documents to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline.

Freshman students entering high school in the 2014-2015 school year and beyond are required to successfully complete Algebra II and an endorsement to be eligible for automatic admission into any Texas public university (Distinguished Plan). Once a student is admitted, a university may review a student's high school records to determine if the student is prepared for college-level course work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course(s) during the semester prior to the first semester of college.

COLLEGE READINESS EXAMS

SAT/ACT (Scholastic Aptitude Test and American College Test): Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor. Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment: Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. Texas law requires all entering students who wish to enroll in Texas public higher education institutions to meet college readiness standards in reading, writing and math. Students who do not meet TSI standards upon graduation will be required to pass developmental courses at the college they are attending to start college-level coursework. Developmental courses are costly and do not count towards graduation. The same TSI standards are also required for students who participate in Austin Community College's Dual Credit program.

TSI standards for available assessments are listed below:

- TSI for SAT is a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) and 530 onMath.
- TSI for ACT is a composite score of 23 with a minimum of 19 on both English and Math.
- TSI for TSI Assessment meeting minimum scores issued by the state.

Texas Education Agency Graduation Toolkit

College and Career Resources

Ask ADVi
https://www.askadvi.org
ADVi uses artificial intelligence to answer your questions about attending public colleges and universities in Texas.

Big Future
https://bit.ly/2EcKdJl
There are more than 2,000 colleges in the United States. Find the right college for you!

Job's Y'all
https://jobsyall.com/
Jobs Y'all is where you can explore meaningful, high-wage careers in growing industries. Here, you will discover rewarding jobs in your hometown and throughout Texas. Find a career that matches your interests and goals.

Texas OnCourse
https://texasoncourse.org
Texas OnCourse offers students access to free and trustworthy resources on college and career planning. Featured tools by Texas OnCourse include:

- **MapMyGrad**
  https://texasoncourse.org/tools/mapmygrad/
  Students zero in on skills and interests to explore careers and endorsements and plan a path through high school.
- **Middle Galaxy**
  https://www.middlegalaxy.org/
  Texas middle school students have big decisions to make about their futures, starting in eighth grade! This space-themed game makes it easy to learn about options in high school and beyond.

Road Trip Nation
https://roadtripnation.com/
Need a little inspiration? Learn how others got to where they are today from real stories of career and life journeys of people from all walks of life.

Texas Career Check
https://texascareercheck.com/
Students can use this interactive tool to search and explore occupations that interest them. Labor market information is provided regarding annual salary and projected job openings and can be filtered by region.

Texas Internship Challenge
https://www.txinternshipchallenge.com/ vosnet/Default.aspx
This internship connection site enables students to gain valuable work-based learning experience while in high school. Students across the state can search for an internship where they live.

Texas Reality Check
https://texasrealitycheck.com/
Students can use this lifestyle calculator to walk through the expenses that they are likely to incur each month and decide how much to spend on their lifestyle. This tool provides a realistic understanding of minimum salary needs and explores occupations that enable students to earn the salary they want.

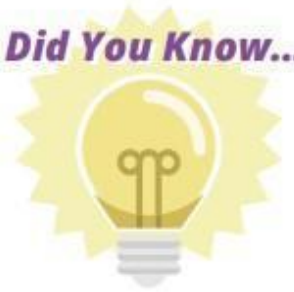
College and Career Resources

Preparing for Your Career
Two-thirds of the high demand jobs openings in Texas will require some postsecondary education. You can position yourself for successful career entry in several ways:

While in high school, you will want to do the following:

- ☐ ***Learn*** about industry fields and targeted occupations that provide high-wages and are in-demand in your region.
- ☐ ***Take*** assessments that match you with potential careers to expand your research.
- ☐ ***Determine*** which of the five endorsement options offered by your high school under the Foundation High School Program best align with your career goals and explore the aligned CTE Programs of Study.
- ☐ ***Complete*** the required Foundation High School Program, your selected endorsement, and CTE Program of Study, if applicable.
- ☐ ***Research*** what training and education levels beyond high school are required to enter your CTE Program of Study or industry field of interest. For a complete list of statewide CTE Programs of Study, visit https://bit.ly/2UWredv.
- ☐ ***Take*** every opportunity to connect directly with employers. Ask your counselor or college advisor for help!
- ☐ ***Find*** training and certifications for specific occupations or skills through community colleges or career and technical schools at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.
- ☐ ***Practice*** or get hands on experience through internships, apprenticeships, or volunteering.

Did You Know...



*...over their lifetime a high school graduate with a bachelor's degree **earns 84 percent more**[1,2] than a high school graduate without a bachelor's degree?*

*...the highest-ranking graduate at each Texas public high school receives a voucher from the Texas Education Agency that can be used as a **scholarship to cover tuition** costs at any Texas public college or university?*

*...students ranked in the Top 10 percent of their graduating class at an accredited public or private Texas high school may be **eligible for automatic admission** to a Texas public university if they have completed the distinguished level of achievement?[3]*

*...over their lifetime, high school graduates with a workforce certification from a community or technical college **earn 20 percent more**[4] than those with only a high school diploma?*

[1]Texas Workforce Commission
[2]Center on Education and the Workforce, "The College Payoff: Education, *Occupations, Lifetime Earnings," August 2011. Georgetown University
[3]Get the facts at www.collegeforalltexans.com or studentaid.ed.gov
[4]Center on Education and the Workforce, "Certificates: Gateway to Gainful Employment and College Degrees," 3 June 2012. Georgetown University

Texas Education Agency Graduation Toolkit

Graduation Checklists

8th Grade

- ☐ ***Review*** choices offered under the **Foundation High School Program** and the **endorsements** to decide on your future academic path.
- ☐ ***Select*** the endorsement and CTE Program of Study, if applicable, that best fits your area of personal interest and the major you plan to study in college or the career training you plan to pursue.
- ☐ ***Recognize*** that most college admissions processes value rigorous advanced courses including **Algebra II**, higher-level science courses, and languages other than English.

9th/10th Grade

- ☐ ***Monitor*** high school credits; be sure to meet all **local and state requirements**.
- ☐ ***Take*** **dual credit** or **AP courses** if possible, to earn college credit while still in high school.
- ☐ ***Consider*** CTE courses related to your career interests.
- ☐ ***Keep*** a list of awards, honors, and extracurricular activities for scholarship and college applications.
- ☐ ***Research*** colleges or universities you are interested in attending.
- ☐ ***Check*** admission and application requirements and timelines.
- ☐ ***Consider*** taking SAT/ACT preparation classes.
- ☐ ***Explore*** interests, take advantage of **career exploration** opportunities, and attend site visits during college open house days.
- ☐ ***Attend*** **college nights** hosted by your high school.
- ☐ ***Talk*** with college representatives about academic programs and financial aid available.
- ☐ ***Take*** the preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test in your sophomore year for practice. In your junior year, take the PSAT for eligibility for the National Merit Scholarship Competition. Students who take the PSAT or ACT ASPIRE® tend to score higher on the SAT or ACT than those who do not.

11th/12th Grade

- ☐ ***Sign up*** and take the ACT and/or SAT test preferably in your junior year but no later than the fall of your senior year.
- ☐ ***Take*** **dual credit** or **AP courses** if possible to earn college credit while you are still in high school.
- ☐ ***Visit*** with your counselor or college advisor about available scholarships. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.
- ☐ ***Fill out*** the FAFSA (Free Application for Federal Student Aid) or the TASFA (Texas Application for State Financial Aid) early in the fall of your senior year.
- ☐ ***Apply*** to college during the fall of your senior year.

If you plan to pursue technical training or enter the workforce after graduation, see the Information - Workforce Resources page or visit Texas Reality Check at www.texasrealitycheck.com/.