2015 - 2016 Academic Planning Guide

welcome to...

J. W. NIXON HIGH SCHOOL Forever Green and Gold!

welcome to...

CIGARROA HIGH SCHOOL Go Toros! Fight, Fight, Fight!

welcome to...

LAREDO EARLY COLLEGE HIGH SCHOOL @ TAMIT

Student Services
Department of Guidance & Counseling/At-Risk Population
MISSION STATEMENT

Laredo Independent School District will equip all students to become successful and productive citizens in our global society.

Laredo Independent School District Website
www.laredoisd.org

It is the policy of the Laredo Independent School District not to discriminate on the basis of race, color, national origin, gender, limited English proficiency, or handicapping condition in its programs.
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</tbody>
</table>
A Planning Guide for Academic Success

This academic assist Laredo ISD students in making course selections for high school. This guide, which includes all high school course offerings and graduation plans, will help guide you and your road map to academic success. High school principals, guidance counselors, and district staff collaborated in this joint effort designed specifically to help you and your parents plan your successful high school career. We encourage you to choose the courses that will ultimately benefit your college and career goals.

High school guidance counselors will work to assist you in choosing the most appropriate and challenging courses to meet academic success. Carefully review your choices with your parents or guardians. It is recommended that each of you complete the projected four-year plan worksheet in the back of the guide. Remember to keep your academic goals a priority so that you can maximize your opportunities for post-secondary education.

Laredo ISD Guidance and Counseling Department 273-1263 ext. 1262
Dr. L.G. Cigarroa High Counseling Department 273-6800 ext. 6804
R. & T. Martin High Counseling Department 273-7100 ext. 7153
J.W. Nixon High Counseling Department 273-7400 ext. 7437 or 7436
Vidal M. Treviño School of Communication Arts Counseling Department 273-7800 ext. 7802
Early College High Counseling Department 273-7700 ext. 770
Dr. Dennis D. Cantu Health Science Magnet Counseling Department 273-7168 ext. 7167
Sabas Perez Engineering and Technology Magnet 273-6800 ext. 6808
Jose A. Valdez High School (Non-Traditional) 273-8000

PLANNING YOUR HIGH SCHOOL PROGRAM

Practical suggestions for students and parents:

Seniors

☐ Plan a schedule with rigorous coursework and activities. Colleges look at courses and grades in making admission decisions and students must be prepared to compete academically on the college campus.
☐ Take an Advanced Placement or dual credit course to experience a college-level curriculum. Colleges look for AP designation on high school transcripts. LISD believes that all students need to be college ready. We encourage students to continue in core courses even if all graduation requirements have been met.
☐ Take three years of a language other than English. It demonstrates the student’s desire to be more competitive and prepared for college.
☐ Review your grade point average and your test scores to make wise choices on courses for the senior year and for college choices.
☐ Participate in school-related activities and community service. Institutes of higher learning consider a student’s involvement in activities other than academics.
☐ Take the SAT/ACT in the Fall. Register in early September. Review SAT/ACT scores and repeat if necessary.
☐ Attend College Night in the Fall and college information seminars to gain information on the college admission process.
☐ Apply to colleges early in your senior year.
☐ Complete Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) in January of senior year.

Juniors

☐ Take challenging courses and do your best at earning high grades in all classes.
☐ Discuss your grade point average and test scores with your counselor and make wise choices about junior and senior classes and college options.
☐ Review and update your four-year plan for graduation.
☐ Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score.
☐ Take the SAT/ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
Consider taking courses through dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.

Take three years of language other than English. It demonstrates the student’s desire to be more competitive and prepared for college.

Maintain an updated resume and portfolio of accomplishments.

Attend College Night in the Fall and gather information on colleges and careers.

Continue your college search and planning.

**Sophomores**

- Plan the schedule to complete required courses for graduation.
- Plan to schedule prerequisite courses for electives you want to take in grades 11 and 12.
- Review your transcript and verify grade point average and rank.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- Consider taking college placement exams in preparation for college credit course.
- Attend LISD College Night in the fall and gather information on colleges and careers.
- Participate in school related activities and community service.
- Keep an updated resume and portfolio of accomplishments.
- Consider taking courses through dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates your desire to be more competitive and prepared for college.

**Freshman**

- Design your four-year plan for graduation. Plan to take courses in your junior or senior year, which are relevant to your career and college goals.
- Select courses that not only meet graduation requirements but also ensure or increase college readiness skills and/or prepare you for your career focus.
- Remember the courses and grade determine the grade point average used by the school and colleges.
- Participate in school related activities and community service.
- Consider taking course through dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates your desire to be more competitive and prepared for college.
- Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- Connect your 8th grade interest inventory with your selected career pathway leading to college and career readiness.

**Student Code of Conduct Link**

[http://www.laredoisd.org/departments/StudentServices/](http://www.laredoisd.org/departments/StudentServices/)

### Classification by Credits

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-5.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6-11.5</td>
</tr>
<tr>
<td>Junior</td>
<td>12-17.5</td>
</tr>
<tr>
<td>Senior</td>
<td>18+</td>
</tr>
</tbody>
</table>

### Graduation Plan Descriptions

**Distinguished Achievement Program (DAP) Class of 2015, 2016, 2017 only**

The Distinguished Achievement Program requires high performance beyond what is usually expected of students in high school. In addition to specific course requirements, including three years of the same foreign language, the Distinguished Achievement Program requires that all students successfully complete any combination of four advanced measures the focus on demonstrated student performance at the college level or work equivalent to that done by professional in the arts, sciences, business, industry or community service. These measures are judged by external sources of evaluation by professionals in their respective field. Advanced measures are those items that meet the standards included in 19 TAC §74.13(a) (3). They reflect student performance at a college or professional level and are assessed by external evaluators. The items adopted by the State Board of Education as meeting those standards are as follows:
- **Original research and/or project** which is judged by panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in §74.1 relating to the Texas Essential Knowledge and Skills (TEKS).

- **Test data** where a student receives a score of three or above on a College Board Advanced Placement examination; or a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board, or as part of the National Achievement Scholarship program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

- **College courses**: college academic courses and advanced technical credit courses and dual credit courses with a grade of 80 or higher.

Students must earn at least four advanced measures and may do so in almost any combination. For example, one student might receive a score of 3 or higher on four Advanced Placement examinations. Another may have a score of 3 or higher on two Advanced Placement examinations, complete a project in a mentorship program, and achieve an “A” or “B” in a community college dual-enrollment course. A third student could take two college courses for high school credit, produce a portfolio of exemplary work in a specific field, and be recognized as a National Merit Finalist. No more than two measures may be earned through original research projects.

Districts may offer college credit by articulation through articulated technical courses in a college Tech-Prep program of study designed by the school district and the community or technical college. For locally articulated technical courses to count as a DAP advance measures, students must complete the coherent sequence of technical courses (two or more courses for three or more credits) while in high school. Only upon completion of the technical course coherent sequence in the college Tech-Prep program may the student be awarded in advanced measure for DAP credit.

**Recommended High School Program 2015, 2016, 2017 only**

The Recommended High School Program is a twenty-six credit program which provides a solid academic foundation. As the name implies, it is the program recommended by the State Board of Education. Students wishing to complete this program and have this accomplishment recognized on the academic achievement record must complete all the course requirements listed under it. Students may also select courses designated as pre-advanced placement and/or for gifted and talented if they meet the prerequisites and/or requirements.

**State Assessment/Graduation Requirement**

In addition to completing the credit requirements under a specific graduation plan, the student must also pass the end-of-course (EOC) assessment designed to measure students academic performance in core high school courses. The End-Of-Course will become part of the graduation requirements beginning with the freshman class of 2011-2012. End-of-Course assessments for secondary-level courses will be given in Algebra I, Biology, English I, English II and United States History. Students entering high school prior to 2011-2012 must pass the TAKS Exit Exams in English Language Arts, Mathematics, Science and Social Studies. ([www.tea.state.tx.us](http://www.tea.state.tx.us))

### End of Course (EOC) Assessments

<table>
<thead>
<tr>
<th>End of Course (EOC) Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
</tr>
<tr>
<td>English II</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>United States History</td>
</tr>
</tbody>
</table>
Valedictorian and Salutatorian

Valedictorian and salutatorian honors shall be awarded to the two students with the highest point weighted GPA's in the graduating class. To calculate the top-ranking students, grades shall be carried out to the fifth decimal place or further to break a tie. There shall be no co-valedictorian or co-salutatorian. If two students have identical scores, the final grade point average shall be computed by averaging only those that both students have in common.

To be eligible for valedictorian or salutatorian honors, student shall:

1. Have been continuously enrolled in the same high school in the district for the four semesters immediately preceding graduation;
2. Have completed the Recommended Program or the Distinguished Achievement Program for graduation; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Letter grades of transferred students from outside the District shall be assigned the following value, If a numerical value is not provided:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>D-</td>
<td>62</td>
</tr>
<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

Weighted Credit Courses:
Beginning with the freshman class of school year 2008-2009, courses will be classified as non-weighted, weighted Pre/AP, weighted AP, or weighted dual college credit.

- Weighted Pre-AP, AP and Dual Credit course grades will be multiplied by 1.10.
- Weighted for enrollment in AP courses with a qualifying score of 3, 4, or 5 shall be multiplied by 1.15.
- Weighted for enrollment in AP course without a qualifying AP score shall be multiplied by 1.10.
- **Spring dual-enrollment courses for seniors will not be calculated in GPA.**
- Students receiving dual college credit shall receive the numerical grade that was earned in the course. Letter grades shall be recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
</tbody>
</table>

Grade Point Average

- Completed and earned dual enrollment credits and AP credit will be utilized for grade point average and class ranking.
- Any high school credit taken prior to freshman year will be included on high school transcript and calculated in grade point average.
## Graduation Plans for Class 2015, 2016 and 2017

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Recommended HSP</th>
<th>Distinguished Achievement Program</th>
</tr>
</thead>
</table>
| **English Language Arts♦** | **Four Credits:**  
- English I, II, III and IV  
- English I and II for Speakers of other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. | **Four Credits:**  
- English I, II, III and IV  
- English I and II for Speakers of other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. |
| **Mathematics♦**      | **Four Credits:**  
- Algebra I  
- Geometry  
- Algebra II  
- The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:  
  - Mathematical Models with Applications  
  - Mathematical Applications in Agriculture, Food and Natural Resources (CTE)  
  - Pre-calculus  
  - Independent Studies in Mathematics  
  - AP Calculus AB  
  - AP Computer Science  
  - Engineering Mathematics (CTE)  
  - Statistics and Risk Management (CTE)  
  - Advanced Quantitative Reasoning | **Four Credits:**  
- Algebra I  
- Geometry  
- Algebra II  
- The fourth credits may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry:  
  - Pre-calculus  
  - Independent Studies in Mathematics  
  - AP Calculus AB  
  - AP Computer Science  
  - Engineering Mathematics (CTE)  
  - Statistics and Risk Management (CTE)  
  - Advanced Quantitative Reasoning |
## Continue Graduation Plans for Class 2015, 2016 and 2017

### Science ♦

**Four credits:**
- Biology
- Chemistry
- Physics
- The additional credit may be IPC and must be successfully completed prior to chemistry and physics.
- The fourth credit may be selected from any of the following:
  - Aquatic Science
  - Astronomy
  - Earth and Space Science
  - Environmental Systems
  - AP Biology
  - AP Chemistry
  - AP Physics B
  - AP Environmental Science
  - Scientific Research and Design (CTE)
  - Anatomy and Physiology (CTE)
  - Engineering Design and Problem Solving (CTE)
  - Medical Microbiology (CTE)
  - Pathophysiology (CTE)
  - Advanced Animal Science (CTE)
  - Advanced Biotechnology (CTE)
  - Advanced Plant and Soil Science (CTE)
  - Food Science (CTE)
  - Forensic Science (CTE)

### Social Studies ♦

**Three and one-half credits:**
- World Geography
- World History
- U.S. History
- AP U.S. History
- U.S. Government
- AP Government

### Economics with emphasis on the free enterprise system and its benefits ♦

**One-half credit**
- Economics
- AP Economics (Micro/Macro)
- AP Macroeconomics

### Languages Other than English ♦

**Two credits:** The credits must consist of any two levels in the same language.

### Four credits:
- Biology
- Chemistry
- Physics
- After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following:
  - Aquatic Science
  - Astronomy
  - Earth and Space Science
  - Environmental Systems
  - AP Biology
  - AP Chemistry
  - AP Physics B
  - AP Environmental Science
  - Scientific Research and Design (CTE)
  - Anatomy and Physiology (CTE)
  - Engineering Design and Problem Solving (CTE)
  - Medical Microbiology (CTE)
  - Pathophysiology (CTE)
  - Advanced Animal Science (CTE)
  - Advanced Biotechnology (CTE)
  - Advanced Plant and Soil Science (CTE)
  - Food Science (CTE)
  - Forensic Science (CTE)

### Three and one-half credits:
- World Geography
- World History
- U.S. History
- AP U.S. History
- U.S. Government
- AP Government

### One-half credit
- Economics
- AP Economics (Micro/Macro)
- AP Macroeconomics

### Three credits: The credits must consist of any three levels in the same language.
## Continue Graduation Plans for Class 2015, 2016 and 2017

<table>
<thead>
<tr>
<th>Physical Education♦</th>
<th>One and a half credit (District Policy):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The required credit may be from any combination of the following one-half to one credit courses:</td>
</tr>
<tr>
<td></td>
<td>- Foundations of Personal Fitness</td>
</tr>
<tr>
<td></td>
<td>- Adventure/Outdoor Education</td>
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<tr>
<td></td>
<td>- Aerobic Activities</td>
</tr>
<tr>
<td></td>
<td>- Team or Individual Sports</td>
</tr>
<tr>
<td></td>
<td>- In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:</td>
</tr>
<tr>
<td></td>
<td>- Athletics</td>
</tr>
<tr>
<td></td>
<td>- JROTC</td>
</tr>
<tr>
<td></td>
<td>- Appropriate private or commercially sponsored physical activity programs conducted on or off campus</td>
</tr>
<tr>
<td></td>
<td>- In accordance with local district policy, up to one and a half credit for any one of the courses listed above may be earned through participation in any of the following activities:</td>
</tr>
<tr>
<td></td>
<td>- Drill Team</td>
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<tr>
<td></td>
<td>- Marching Band</td>
</tr>
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<td></td>
<td>- Cheerleading</td>
</tr>
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<td></td>
<td>- All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to rigorous physical activity.</td>
</tr>
<tr>
<td></td>
<td>- Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education♦</th>
<th>One-half credit (District Policy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech♦</td>
<td>Professional Communications (CTE)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>One Credit</td>
</tr>
<tr>
<td>Technology Applications♦</td>
<td>*One credit (Local Recommendation)</td>
</tr>
<tr>
<td>Electives Courses♦</td>
<td>Four and one-half credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td>26</td>
</tr>
</tbody>
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<thead>
<tr>
<th>One and a half credit (District Policy):</th>
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<thead>
<tr>
<th>One-half credit (District Policy):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Professional Communications (CTE)</td>
</tr>
<tr>
<td>One Credit</td>
</tr>
<tr>
<td>*One credit (Local Recommendation)</td>
</tr>
<tr>
<td>Three and one-half credits</td>
</tr>
</tbody>
</table>

*It is highly recommended that all LISD students should take at least one technology-based course as one of their electives in order to be well prepared for post secondary education.*
### Foundation Graduation Program

**Beginning Class of 2018 and Optional for all other students**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
<th>Details</th>
</tr>
</thead>
</table>
| **English Language Arts**            | Four credits     | - English I  
- English II  
- English III  
- An advance English course |
| **Mathematics**                      | Three credits    | - Algebra I  
- Geometry  
- An advance math course |
| **Science**                          | Three credits    | - Biology  
- IPC and/or advanced science course  
- Any advanced science course |
| **Social Studies**                   | Three credits    | - World History or World Geography or combined W. History/W. Geography  
- U.S. History  
- U.S. Government (one-half credit)  
- Economics (one-half credit) |
| **Physical Education**               | One and a half credit | (local policy) |
| **Languages Other Than English**     | Two credits      | Same language  
Computer programming languages (other exceptions) |
| **Fine Arts**                        | One credit       |                                                                          |
| **Health**                           | One half credit  | (local policy) |
| **Electives**                        | Four credits     |                                                                          |
| **Total Credits**                    |                  | 22                                                                       |

**Endorsements**

A student may earn an endorsement by successfully completing:
- Curriculum requirements for the endorsement
- four credits in mathematics
- four credits in science
- two additional elective credits

**STEM-Endorsement**

Includes 4 courses in a coherent sequence directly related to:
- science, including Chemistry and Physics
- technology, including computer science
- engineering
- advanced math

**Business and Industry**

Includes 4 courses in a coherent sequence directly related to:
- database management
- information technology
- communications
- accounting
- finance
- marketing
- welding
- logistics
- automotive technology
- HVAC
- Culinary arts and hospitality

**Public Services**

Includes 4 courses in a coherent sequence directly related to:
- health sciences and occupations
- education and training
- law enforcement
## Foundation Graduation Program beginning Class of 2018 and Optional for all other students

| Arts and Humanities-Endorsement | Includes 4 courses in a coherent sequence directly related to:  
|                                | - political science  
|                                | - world languages  
|                                | - cultural studies  
|                                | - English literature  
|                                | - history  
|                                | - fine arts  
| Multidisciplinary Studies-Endorsement | Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement  
| Total Credits w/Endorsement-26 |  
| Distinguished Level or Achievement | - Four credits in math, including credit in Algebra II  
|                                | - Four credits in science  
|                                | - Completion of curriculum requirements for at least one endorsement  
| Performance Acknowledgment | - for outstanding performance  
|                                |   - in a dual credit course  
|                                |   - in bilingualism and biliteracy  
|                                |   - on an AP test  
|                                |   - on the PSAT, the ACT-Plan, the SAT, or the ACT  
|                                |   - for earning a nationally or internationally recognized business or industry certification or license  

*LISD has retained Professional Communications as a local graduation requirement after TAC approval of HB5*
Foundation Plus Endorsement

In order to earn an endorsement students must complete all requirements of the Foundation program includes additional core area course and:

- Student must specify in writing which endorsement he/she chooses upon entering 9th grade.
- Student must not change endorsements after 11th grade. **Endorsement changes prior to 11th grade must have written approval by Parent, counselor and administration.**
- Student must earn a total of 26 credits
- Student must have 4 elective credits from a selected endorsement area

**Endorsements**

**STEM-Science, Technology, Engineering & Math:** A student may earn a STEM endorsement by completing the requirements specified in §74.13(d) including Algebra II, chemistry, and physics and:

(A) a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:

   (i) science, technology, engineering and mathematics as defined by Chapter 130, Subchapter O of this title; or

(B) a coherent sequence of four courses in computer science by selecting courses from Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications); or

(C) five courses in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics); or

(D) four courses in science by successfully completing chemistry, physics and two additional science courses by selecting courses from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).

**Business & Industry:** A student may earn a business and industry endorsement by completing the requirements specified in §74.13(d) including Algebra II and:

A) a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:

   (i) agriculture, food, and natural resources as defined by Chapter 130, Subchapter A of this title; or
   (ii) architecture and construction as defined by Chapter 130, Subchapter B of this title; or
   (iii) arts, audio/visual technology, and communications as defined by Chapter 130, Subchapter C of this title; or
   (iv) business management and administration as defined by Chapter 130, Subchapter D of this title; or
   (v) finance as defined by Chapter 130, Subchapter F of this title; or
   (vi) hospitality and tourism as defined by Chapter 130, Subchapter I of this title; or
   (vii) information technology as defined by Chapter 130, Subchapter K of this title; or
(viii) manufacturing as defined by Chapter 130, Subchapter M of this title; or
(ix) marketing as defined by Chapter 130, Subchapter N of this title; or
(x) transportation, distribution, and logistics as defined by Chapter 130, Subchapter P of this title; or

(B) four English elective courses by selecting courses from Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts) to include three levels in one of the following areas:
   (i) advanced broadcast journalism; or
   (ii) newspaper; or
   (iii) public speaking.

Public Services: A student may earn a public services endorsement by completing the requirements specified in §74.13(d) including Algebra II and a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:
   (A) education and training as defined by Chapter 130, Subchapter E of this title; or
   (B) government and public administration as defined by Chapter 130, Subchapter G of this title; or
   (C) human services as defined by Chapter 130, Subchapter J of this title; or
   (D) law, public safety, corrections, and securities as defined by Chapter 130, Subchapter L of this title
   (E) health science as defined by Chapter 130, Subchapter H or this title.

Arts & Humanities: A student may earn an arts and humanities endorsement by completing the requirements specified in §74.13(d) including Algebra II, English IV, world history and world geography, and:
   (A) four College Board advanced placement or International Baccalaureate social studies courses by selecting courses from Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) or Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits); or
   (B) four levels of the same language in a language other than English; or
   (C) four levels of American sign language; or
   (D) a coherent sequence of four courses in art by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
   (E) a coherent sequence of four courses in dance by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
   (F) a coherent sequence of four courses in music by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
   (G) a coherent sequence of four courses in theatre by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education.
   (H) Fine Arts course must be coherent sequence from one or two discipline

Multidisciplinary Studies: A student may earn a multidisciplinary studies endorsement by completing the requirements specified in §74.13(d) including Algebra II and:
   A) four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or
   (B) four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or
   (C) four credits in Advanced Placement or dual credit from English, Mathematics, Science, Social Studies, Economics, Languages other then English or Fine Arts.
Performance Acknowledgements

a) A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance in a dual credit course by successfully completing:

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or

(2) an associate degree while in high school.

B) A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance in bilingualism and biliteracy.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum GPA of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

   (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

   (ii) demonstrated proficiency in the TEKS for level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

   (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

   (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

      (I) score 3 or higher on an Advanced Placement exam for a language other than English; or

      (II) score 4 or higher on an International Baccalaureate exam for a higher level language other than English; or

      (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High.

In addition to meeting the requirements of (b)(1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

   (A) participated in and met the exit criteria for a bilingual or ESL program; and

   (B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

C) A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance on a college advanced placement test or International Baccalaureate examination by earning:

(1) a score of three, four or five on a College Board advanced placement examination; or

(2) a score of five or above on an International Baccalaureate examination for a higher level course.

(d) A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance on the PSAT, the ACT-Plan, the SAT, or the ACT by:

(1) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic
Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation:

(2) achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN exam;

(3) a combined critical reading and mathematics score of at least 1250 on the SAT;

(4) a composite score on the ACT exam (without writing) of 28.

(e) A student may earn a performance acknowledgment on the student’s diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

(1) performance on an examination sufficient to obtain a nationally or internationally recognized business or industry certification; or

(2) performance on an examination sufficient to obtain a government-required credential to practice a profession.

Concurrent Early Enrollment

High school students in their junior year may enroll concurrently at the local university or community college if they meet criteria as set by the institution of higher learning. Concurrent enrollment is the opportunity to take university level courses for university credit while still in high school. Students may earn a DAP measure for a three hour university course provided that they earn a grade of “B” or better. Each student participating in concurrent enrollment is responsible for his/her college tuition. Each student earning a “B” or better is responsible for providing his/her counselor with an official university transcript if they intend to use this course as DAP measure. Some students may qualify for concurrent enrollment tuition scholarships from their respective colleges or other funding sources. Students should visit their counselor for more information.

Dual Credit Program

Collaboration between Laredo Community College, Texas A & M International University and Laredo ISD is a crucial element in providing dual enrollment to students during their 11th and 12th grade high school years. Laredo ISD together with both institutions of higher education has defined through dual enrollment agreements the qualifying courses of which will equate to proper high school course credit. Students placing an interest in participating in dual or early enrollment must meet all requirements set forth by the Texas Higher Education Coordinating Board. Courses currently part of the agreements with LCC and TAMU are as follows:

1. English 1301*  Independent Study in English
2. English 1302  Equivalent to English IV
3. Political Science 2305  Equivalent to Government
4. College Algebra 1314  4th credit in Math
5. Oil and Gas Production I
6. Medical Law and Ethics (Phlebotomy Program)

*prerequisite for English 1302 in order to grant credit for high school English IV.

Additional Dual enrollment at Dr. Dennis D. Cantu Health Science Magnet includes:

NURA 1401, 1407, & 1460 – Nurse Assistant Courses
ECRD 1111 – EKG course
EMT 1260 & 1501 – Emergency Medical Technician

Additional Dual enrollment at Early College High School includes:

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2327</td>
<td>History 1301/1302</td>
<td>Biology 1406/1006</td>
</tr>
<tr>
<td>Precalculus 1314</td>
<td>University Studies 1101/1102</td>
<td>Biology 1401/1402</td>
</tr>
<tr>
<td>EDIT 1300 – Technology</td>
<td>Psychology 2301</td>
<td>Chemistry 1411/1011</td>
</tr>
<tr>
<td>Speech 1311</td>
<td>Biology 1370/1170</td>
<td></td>
</tr>
<tr>
<td>Music 1306</td>
<td>Chemistry 1370/1170</td>
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</tbody>
</table>
Top 10 Percent Eligible for Automatic Admission

Under HB5, students who hope to gain automatic admission to the state's public-universities under the top 10 percent rule must also meet requirements that include earning credit for Algebra II or meeting performances requirements on a college readiness assessment.

Credit by Exam for Acceleration

Graduation credit requirements may be fulfilled by earning a grade of at least a eighty (80) on the Credit by Exam for acceleration. Exams are administered twice a year. For dates and additional information, please see your counselor. Credit by Exam for acceleration grades will be included in the grade point average.
English Language Arts

Effective starting 2014-2015 School year

Foundation Program

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
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</thead>
<tbody>
<tr>
<td>Four credits:</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>English I</td>
</tr>
<tr>
<td>10th</td>
<td>English II</td>
</tr>
<tr>
<td>11th</td>
<td>English III</td>
</tr>
<tr>
<td>12th</td>
<td>An advanced ELA course*</td>
</tr>
</tbody>
</table>

With Endorsements (Not DAP)
Four English Language Arts courses that include Eng. I, Eng. II, Eng. III and an Advanced ELA course must be completed successfully to achieve any endorsement.

Foundation Advanced Courses [SBOE Rule]

- English IV
- Independent Study in English
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Humanities
- Public Speaking III
- Oral Interpretation III
- Debate III
- Independent Study in Speech
- Independent Study in Journalism
- Advanced Broadcast Journalism III
- Advanced Journalism: Newspaper III
- Advanced Journalism: Yearbook III
- AP English Literature and Composition
- IB Language Studies A1 Higher Level
- Business English
- Communication Applications (must be combined with another half credit from this list)
- Four of these courses required for the Arts and Humanities endorsement

Locally developed ELA course other activity pursuant to TEC §28.002 (c-1)
College Prep ELA [pursuant to TEC §28.014]

Requirements subject to change based on TEA Rulings

**A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(e-15), including four credits in science and four credits in mathematics to include Algebra II
English Language Arts/Reading
Graduation Requirements

English I (EOC)  Credit 1.0
Prerequisite: None
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language.

Pre-AP English I (EOC)  Credit 1.0
Prerequisite: None
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English I for Speakers of Other Languages [ESOL] – (EOC)  Credit 1.0
Prerequisite: As per LPAC recommendation
This course enables non-English speaking students to increase and refine beginning vocabulary and communications skills. Oral reading skills are stressed. High school students are expected to focus on listening and speaking while reading and writing skills are improved. Students read English using cues, syntax, visuals, the context of the text, and the prior knowledge of language and structure of text. Students brainstorm, draft, and complete written compositions on a regular basis. (English I ESOL uses English I curriculum but modifies it for the ESL student. Students who take ESOL I to satisfy their English I requirement are required to take the English I EOC exam as part of their graduation requirements.)

English II (EOC)  Credit 1.0
Prerequisite: English I
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

Pre-AP English II (EOC)  Credit 1.0
Prerequisite: English I
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English II for Speakers of Other Languages [ESOL] - (EOC)  Credit 1.0
Prerequisite: Per the LPAC Committee recommendation
This course enables limited-English speaking students (intermediate to advanced levels) to continue and refine communications skills. ESOL students read a variety of texts for various purposes with an increasing accuracy to address a specific purpose and audience in languages arts and all content areas. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include response to literature, reflective essays, or autobiographical narratives. (English II ESOL uses English II curriculum but modifies it for the ESL student. Students who take ESOL II to satisfy their English II requirement are required to take the English II EOC exam as part of their graduation requirement.)

English III  Credit 1.0
Prerequisite: English II
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.
AP English III Language and Composition Credit 1.0
Prerequisite: English II
Students engage in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

English IV Credit 1.0
Prerequisite: English III
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

AP English IV Literature and Composition Credit 1.0
Prerequisite: English III
Students engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writer use language to provide both meaning and pleasure for the readers. As they read, students consider a work’s structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. Students enrolled are expected to take AP exam.

English 1301 Credit 1.0
Prerequisite: English III, satisfactory score on state assessment test or TSI exemption.
Develop students’ expository and analytical writing skills by guiding them through the multiple stages of the writing process and by creating awareness of authorial voice, audience, purpose, and occasion. Students will also employ critical thinking and reading skills in the evaluation of selected readings designed to further emphasize the writing process. This course provides an introduction to writing the documented essay, acquiring information literacy skills, and evaluating printed and electronic sources.

English 1302 Credit 1.0
Prerequisite: English 1301
This course offers a continuation of the expository and analytical writing skills developed in English 1301 and introduces the principles of argumentation and more extensive interpretation of selected readings. Students will again be engaged in all steps of the writing process, generating argumentative essays based on thoughtful analysis and discussion of reading assignments. In addition, students will be guided through the steps of more sophisticated research writing techniques, information literacy skills, and evaluation of primary and secondary sources, culminating in a series of essay length research projects.

Practical Writing Skills Credit 1.0 (elective credit)
Prerequisite: None
This course consists of composing business letters and requests for information, completing job applications and resumes. Using conventions and mechanics of written English, and analyzing and evaluating their own writing.

Professional Communications Credit 0.5 (elective credit)
Prerequisite: None (CTE)
This course develops effective communication skills. Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations.

Advanced Journalism: Yearbook I Credit 1.0 (elective credit)
Prerequisite: Business Image Multi-Media
Students will plan, draft, and complete written communications on a regular basis, become analytical consumers of media to enhance their journalistic skills, learn journalistic ethics and standards, and plan, organize, and prepare a project.
Debate I  
Credit 1.0  
(elective credit)

Prerequisite: None
Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in debate become interested in current issues, develop sound critical thinking, and sharpen communication skills.

Independent Study in English  
Credit 1.0

Prerequisite: English II
Write a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes, evaluate written work, read extensively for a variety of purposes, and monitor and adjust their use of a variety of comprehensive strategies. **Support Course for EOC reading.**

Reading I  
Credit 1.0  
(elective credit)

Prerequisite: None
This course consists of instruction in word recognition and comprehension strategies and vocabulary. Students will locate information in varied sources, read critically, evaluate sources, and draw supportable conclusions. Students will recognize various texts and how authors choose adaptive instructional software, high-interest literature, and direct instruction in reading skills. CEI, an acronym for Creative Education institute is a reading intervention program which includes a multi-sensory learning system that combines CD-quality speech recordings with graphics and texts to provide a stimulating learning environment. It is a computer software program that addresses phonemic awareness, phonics, and vocabulary.

Reading II  
Credit 1.0  
(elective credit)

Prerequisite: None
This course consists of instruction in word recognition and comprehension strategies and vocabulary. Students will locate information in varied sources, read critically, evaluate sources, and draw supportable conclusions. Students will recognize various texts and how authors choose language for effects. This course is a reading intervention program which includes a multi-sensory learning system that combines CD-quality speech recordings with graphics and texts to provide a stimulating learning environment. It is a computer software program that addresses phonemic awareness, phonics, and vocabulary. **Support course for English I EOC.**

Reading III  
Credit 1.0  
(elective credit)

Prerequisite: None
This course consists of instruction in word recognition and comprehension strategies and vocabulary. Students will locate information in varied sources, read critically, evaluate sources, and draw supportable conclusions. Students will recognize various texts and how authors choose language for effects. Intervention classes could include CEI or Read 180. Read 180 is a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive instructional software, high-interest literature, and direct instruction in reading skills CEI, an acronym for Creative Education institute, is a reading intervention program which includes a multi-sensory learning system that combines CD-quality speech recordings with graphics and texts to provide a stimulating learning environment. It is a computer software program that addresses phonemic awareness, phonics, and vocabulary. **Support course for English for English II EOC.**

FILAS (Foundations of Intensive Language Acquisition and Support)  
Credit 1.0  
(elective credit)

Prerequisite: LPAC committee recommendation.
This one credit course is designed for recent immigrant and/or recently arrived English language learners (ELL’s) who are unschooled or have limited schooling. This course will assist students to become proficient in listening, speaking, reading and writing in English. It prepares students to succeed in the American public school system.
**Mathematics Graduation Requirements**

**Effective starting 2014-2015 School Year**

### Foundation Program

**Mathematics**

- **Three credits:**
  - 1st: Algebra I
  - 2nd: Geometry
  - 3rd: An advance math from Cluster I or II

**Foundation w/Endorsements**

With Endorsements a fourth math from cluster I subject to prerequisite requirements. To achieve a Science, Technology, Engineering and Mathematics (STEM) endorsement, a total of five credits in mathematics by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite.

### Cluster I: Fourth Mathematics Credit to Earn an Endorsement

- **Algebra II**
  - Pre-Calculus
  - Advanced Quantitative Reasoning
  - Independent Study in Mathematics
  - Discrete Mathematics for Problem Solving
  - AP Statistics
  - AP Calculus AB
  - AP Calculus BC
  - AP Computer Science

*Math Models (for the 2014-2015 School year ONLY)*
- International Baccalaureate [IB] Mathematical Studies Standard Level
- IB mathematics Standard Level
- IB Mathematics Higher Level
- IB Further Mathematics higher level
- Engineering Mathematics
- Statistics and Risk Management

### Cluster II: Cluster I and II apply for third math under foundation

- Discrete Mathematics for Computer Science

*Note: A course from Cluster I may be taken either before or after one of Cluster II courses subject to prerequisite requirements.*

### Cluster I and II apply for third math under foundation

- Mathematical Models with Applications
- Digital Electronics
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Robotics Programming and Design

*Pursuant to the TEC, §28.023(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the student would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph;

*After the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).*

Requirements subject to change based on TEA Rulings.
Mathematics

Algebra I (EOC)  Credit 1.0
Prerequisite: None
In Algebra 1 students learn to use symbols in a variety of ways. They study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, 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) to solve meaningful problems.

Pre-AP Algebra I (EOC)  Credit 1.0
Prerequisite: None
In Algebra 1 students learn to use symbols in a variety of ways. They study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, 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) to solve meaningful problems. Curriculum is taught at a higher depth and complexity.

Geometry  Credit 1.0
Prerequisite: Algebra I
In Geometry students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

Pre-AP Geometry  Credit 1.0
Prerequisite: Algebra I
In Geometry students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

Mathematical Models with Applications  Credit 1.0
Prerequisite: None
In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools and technology to link modeling techniques and purely mathematical concepts and to solve applied problems. Support course for Algebra or Geometry EOC. Support Course for Algebra EOC.

Algebra II  Credit 1.0
Prerequisite: Geometry
In Algebra II students study algebraic concepts and the relationships among them to better understand the structure of algebra courses, perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalization. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems.
Pre-AP Algebra II  
Prerequisite: Geometry  
Credit 1.0  
In Algebra II students study algebraic concepts and the relationships among them to better understand the structure of algebra courses, perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalization. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problem. Curriculum is taught at a higher depth and complexity.

Precalculus  
Prerequisite: Algebra II  
Credit 1.0  
In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems.

Pre-AP Precalculus  
Prerequisite: Algebra II  
Credit 1.0  
In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems. Curriculum is taught at a higher depth and complexity.

AP Calculus AB  
Prerequisite: Precalculus  
Credit 1.0  
AP Calculus AB is primarily concerned with developing the students understanding of the concepts of calculus providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students enrolled will be expected to take the AP examination.

Independent Study in Mathematics  
Prerequisite: Algebra II  
Credit 1.0  
Students enrolled in this course will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics or history of mathematics. The local district must approve the requirements for each course before the course begins. If the course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professional or a panel approved by the students’ mentor.

AP Statistics  
Prerequisite: Algebra II  
Credit 1.0  
Content Requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Statistics, published by the College Board, which may be obtained from the College Board Advanced Placement Program.

Engineering Mathematics (CTE)  
Prerequisite: Algebra II  
Articulated: No  
Credit 1.0  
This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.
Advanced Quantitative Reasoning  
Prerequisite: Algebra I, Geometry, and Algebra II  
The course emphasizes statistics and financial applications, and prepares student to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. Support course for Algebra, Geometry, Algebra II EOC.

College Algebra 1314 (Dual Enrollment)  
Prerequisite: Algebra II and satisfactory score on standard assessment test or exemption from any TSI Test. See Texas Success Initiative. In College Algebra students study topics such as quadratics, polynomials and graphs, rational, logarithmic, and exponential functions, system of equations, progressions, sequences and series, and matrices and determinants.

Strategic Learning for High School Math (Innovative)  
Grades 9-12  
Prerequisite: None  
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. Support course for Algebra I EOC.
World Geography Credit 1.0
Prerequisite: None
World Geography provides students with the opportunity to study the interaction of people and cultures with their physical environments. Students explore various regions of the world while studying their physical and cultural geography, governments, cultures, and resources.

Pre-AP World Geography Credit 1.0
Prerequisite: None
Pre-AP World Geography provides students with active, high level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. The student will research and develop products that encourage deeper understanding of other cultures and environments. The curriculum is taught at a higher depth and complexity.

World History Credit 1.0
Prerequisite: World Geography
World History is the study of the development of world cultures, past and present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism including major political revolutions since the 17th century, examine the impact of geographic factors on major historic events as well as the historical impact of major religious and philosophical traditions.

Pre-AP World History Credit 1.0
Prerequisite: Pre-AP World Geography
Pre-AP World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest time to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism including major political revolutions since the 17th century. The curriculum is taught at a higher depth and complexity.
United States History (EOC)  Credit 1.0
Prerequisite:  World History
Students will study the history of the United States from Reconstruction to the present. Historical content focuses on the political, economic and social events and issues related to industrialization, urbanization, major wars, domestic and foreign policies of the Cold War and post Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, explore the impact of constitutional issues on American society, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will study the relationship between the arts and the times during which they were created, analyze the impact of technological innovations on the American labor movement, and use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP United States History (EOC)  Credit 1.0
Prerequisite:  Pre-AP World History
AP US History encompasses the age of exploration to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Activities include research papers, debates, discussions, analysis of readings, interpretation of literature and the fine arts throughout American history. Students enrolled are expected to take the AP exam.

US History 1302  Credit 1.0
Prerequisite:  Must meet HB1 requirements as mandated by Texas Higher Education Coordinating Board.
In this course, which is the second part of a two-year study of U.S. History, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

U.S. Government  Credit 0.5
Prerequisite:  US History
Government is the study of American democracy. The course places emphasis on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and form of government. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students will compare the U.S. government with other political systems, analyze the political parties, interest groups, and the influence of media on the American political system. Students will evaluate the importance of voluntary individual participation in a democratic society and examine the relationship between governmental policies and the culture of the United States.

AP US Government  Credit 0.5
Prerequisite:  US History
AP U.S. Government is a survey of the U.S. political system. An examination of the philosophical foundations of our constitutional system will be combined with the historical development and current trends of the system.
 a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation. b) Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board. Students enrolled are expected to take the AP exam.

Political Science 2305  Credit 0.5
Prerequisite:  Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative). This course surveys the national government in the United States with Emphasis on the Constitution. Topics include European history and influence, federal-state and interstate relations, rights and obligations of citizens, political parties and interest groups, the legislative process, executive functions, and judicial and administrative functions of the federal government.
Economics  
Prerequisite: US History  
Economics with emphasis on the free enterprise system focuses on the essentials and benefits of the American economic system. Students will examine the rights and responsibilities of consumers and business, analyze the interaction of supply and demand, and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. The content enables students to understand the importance of patriotism, the ability to function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, 28.002(h).

AP Macroeconomics  
Prerequisite: U.S. History  
Advanced Placement Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units including individual households and firms. Students enrolled are expected to take the AP exam.

Social Studies Research Methods  
Prerequisite: None  
In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. The course is designed to be conducted in either classroom or independent settings.

Laredo History-Special Topics  
Prerequisite: None  
Laredo History is an elective course for 12th grade students which encompasses an overview study of Laredo Politics, South Texas Ranching, Commerce and Trade, Culture, Laredo Service in Military, Immigration, Women of Laredo, Myths and Legends, Revolutions and Conflicts, Spanish Exploration and Colonization, and Indians of the Rio Grande. Students use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem-solving and decision-making are important elements of the course as is the communication of information in written, oral, and visual forms.

Sociology  
Prerequisite: None  
In Sociology, an elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

Psychology  
Prerequisite: None  
In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.
Science Graduation Requirements

Effective starting 2014-2015 School Year

Foundation Program

Science

Three credits:
1st Biology
2nd IPC and/or Advanced Science
3rd Advanced Science course

Foundation w/ Endorsements

With Endorsements four science courses that include Biology, IPC, and/or advanced course, and two other advanced courses must be completed successfully to achieve any endorsement. For a Science, Technology, Engineering and Mathematics (STEM) endorsement five credits in science are needed including Biology, Chemistry, Physics and two additional science courses are required.

Foundation Advanced Courses (SBOE Rule)

Second Science Credit

- Integrated Physics and Chemistry (IPC)
- Chemistry
- AP Chemistry
- IB Chemistry
- Physics
- Principles of Technology
- AP Physics 1: Algebra Based
- IB Physics

Foundation/Endorsement Advanced Courses (SBOE Rule)

Third/Fourth Science Credit

- Chemistry
- AP Physics C
- Medical Microbiology
- Physics
- AP Environmental Science
- Pathophysiology
- Aquatic Science
- AP Biology
- Food Science
- Astronomy
- IB Biology
- Forensic Science
- Earth and Space Science
- IB Chemistry
- IB Physics
- Advanced Biotechnology
- Environmental Systems
- IB Environmental Systems
- Principles of Technology
- AP Biology
- Advanced Animal Science
- Scientific Research & Design
- AP Chemistry
- Advanced Plant & Soil Science
- Engineering Design &
- AP Physics 1: Algebra Based
- Anatomy and Physiology
- Problem Solving
- AP Physics 2: Algebra-Based
- Principles of Engineering

Pursuant to the TEC, §28.025(b-5), a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph;

A locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).

*Requirements are subject to change based on TEA Rulings*
Science

- Integrated Physics and Chemistry (IPC) may NOT be used as a science credit in the Distinguished Graduation Plan.

**Integrated Physics and Chemistry**  
**Credit 1.0**  
**Prerequisite:** None  
In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the discipline of physics and chemistry in the following topics: force, motion, energy and matter.  
**Special Notes:** Cannot be taken as a senior. This course does not count for the Distinguished Achievement Program (DAP), except foundations and will not count for the Recommended Program unless it is taken prior to Chemistry and/or Physics.

**Biology (EOC)**  
**Credit 1.0**  
**Prerequisite:** None  
In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

**Pre-AP Biology (EOC)**  
**Credit 1.0**  
**Prerequisite:** None  
Pre-AP Biology is an advanced level course which exceeds the content and depth of Biology. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Biology. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

**Chemistry**  
**Credit 1.0**  
**Prerequisite:** IPC or Biology, and Algebra I  
In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; use of the periodic table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry and thermochemistry. Students will investigate how chemistry is an integral part of our daily lives.

**Pre-AP Chemistry**  
**Credit 1.0**  
**Prerequisite:** IPC or Biology, and Algebra I  
Pre-AP Chemistry is an advanced level course which exceeds the content and depth of Chemistry. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Chemistry. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

**Physics**  
**Credit 1.0**  
**Prerequisite:** Biology, IPC or Chemistry, and Algebra I  
In Physics, 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: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking.

**Pre-AP Physics**  
**Credit 1.0**  
**Prerequisite:** Biology, Chemistry, and Algebra I  
Pre-AP Physics is an advanced level course which exceed the content and depth of Physics. It includes a strong emphasis on field and laboratory investigations. In addition, this course includes problem solving with a focus on advanced mathematical applications and may include research activities in preparation for Advanced Placement Physics. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.
Environmental Systems  
Pre-requisite: Biology, IPC or Chemistry
In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

AP Biology  
Pre-requisite: Biology, Chemistry, Physics
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: biochemistry, cytology, bioenergetics, genetics, evolution, ecology, and animal and plant systems. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of advanced scientific apparatus and materials during field and laboratory investigations. Students enrolled are expected to take the AP exam.

AP Chemistry  
Pre-requisite: Biology, Chemistry, and completion of or concurrent enrollment in Algebra II
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: inorganic and organic chemistry, quantitative and qualitative analysis, reaction rates, and thermodynamics. The laboratory program will present both confirmatory activities and inquiry investigations. Through laboratory experiences, students will gain an operational definition of the concepts and principles of chemistry. Students enrolled are expected to take the AP exam.

AP Environmental Science  
Pre-requisite: Biology, Chemistry
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationship 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. Students enrolled are expected to take the AP exam.

AP Physics B (Non-Calculus Based)  
Pre-requisite: Biology, Chemistry
This course provides a systematic introduction to the main principles of Physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life science, pre-medicine and some applied sciences, as well as other fields not directly related to science. Students enrolled are expected to take the AP exam.

Advanced Animal Science (CTE)  
Pre-requisite: one credit from any above
Articulated: No
To be prepared for careers in the field of animal science, students need to 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.

Advanced Plant & Soil Science (CTE)  
Pre-requisite: one credit course of cluster
Articulated: No
Plant and Soil Science provides a way of learning about the natural world. Students should know how to 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.
Forensic Science (CTE)  
Prerequisite: Biology and Chemistry.  
Recommended: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I  
Articulated: No  
Forensic Science. Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Science Lab Assistant-Local Credit  
Prerequisite: Teacher recommendation  
Student must have completed Science requirements at the high school level.  
Science teacher recommendation. Student will assist a science teacher in a lab setting. Grade will not be included in G.P.A.

Anatomy & Physiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: Yes  
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Medical Microbiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: No  
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: No  
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.
Fine Arts

Art I, II, III  
Credit 1.0  
Prerequisite:  Sequential order  
Art I, Four basic strands are learned by students perception, creative expression/performance, historical and cultural heritage, and critical evaluation providing a unifying structure for organizing the knowledge and skills students are expected to acquire. Students are expected to create artworks from experiences and imagination while comparing and contrasting Art elements and Design principles.

AP/Drawing  
Credit 1.0  
Prerequisite:  Art II  
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through concentration, breadth, and quality. Students enrolled are expected to take AP exam.

Theatre Arts I, II, III, IV  
Credit 1.0  
Prerequisite:  Sequential order  
Theatre Arts I-IV, learn the essential skills, techniques, and a process of script analysis to create believable characters. In introductory play writing, the student improvises, writes, and rewrites monologues, scenes, and vignettes to convey predetermined intent and meaning. Learners study principles of acting and begin to understand theatrical conventions dealing with time and setting, techniques in diction and body movement.

Music I, II, III, IV Band  
Credit 1.0  
Prerequisite:  Sequential order  
Students receive formal instruction in music theory with emphasis in understanding chord structure. In live and recorded music, students identify melodic and harmonic parts. Directors use patterns inherent in melodic and harmonic sequencing to communicate expressive musical qualities.

Music I, II, III, IV Instrument Ensemble  
Credit 1.0  
Prerequisite:  Sequential order  
Ensemble I, students describe and analyze musical sounds and demonstrate musical artistry by defining melody, harmony, rhythm and texture of music listened to or performed using standard terminology; and compare and contrast music forms of literature selected for performances and/or listening. They sing or play an instrument, individually and in groups, performing a varied repertoire of music with accuracy of intonation and expression.

Music I, II Choir  
Credit 1.0  
Prerequisite:  Sequential order  
Choir I, Students receive formal instruction with emphasis on understanding chord structure and learning patterns inherent in melodic and sequencing to communicate expressive musical quality. They learn music literature to develop proficiency in choir. Technical expectations include expansion of reading material. They develop vowel production expansion of vocal range, intonation, balance and blend; with expressive representation.

Music I, II, III, IV Orchestra  
Credit 1.0  
Prerequisite:  Sequential order  
Orchestra I, students identify and distinguish between melody and Harmony while listening and playing. Students study and define performance, intervals chord structure and musical notation. Students sight-read ensemble parts and interpret symbols and terms that define dynamic, tempo, and articulation during solo and group performances. They expand on keys, refine vibrato, bow articulation adding tremolo and sustain legato passages.

Music I, II, III, IV Jazz Band  
Credit 1.0  
Prerequisite:  Sequential order  
Jazz Band I, students learn a variety of rhythms, articulations, and terminology in order to prepare and perform basic jazz literature. Concepts to specific styles of jazz idioms such as blues, Dixieland, swing, and rock are learned and used in performances. They learn fundamental playing skills to include range development. Students learn the differences between creative groups and solo with emphasis on intonation, rhythm and dynamics.
Music I Theory
Prerequisite: None
Music Theory I enables students to develop an understanding of the theoretical elements of music and their relevance to music composition. Common music expectations include reading and writing music in treble and bass clef; knowledge of C clefs; identifying chords in major and minor, and modal scales; and accurately taking rhythmic and melodic dictation. They work with sight reading, ear training, intervallic relationships and cadence.

General Electives

ROTC I, II, III, IV (Public Service Endorsement)
Prerequisite: Sequential order
The JROTC program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the cadet, community, and nation. While no military obligation is incurred, satisfactory completion of the program can lead to Advanced Placement credit in the Senior ROTC Program or to advanced rank in the armed forces.

Professional Communications
Prerequisite: None
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Teen Leadership
Prerequisite: None
Topics in this character education and leadership development course include leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills, financial literacy and goal setting.

Health
Prerequisite: None (Locally Required)
In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Business Information Management I (CTE)
Grades: 9-12
Prerequisite: Touch Systems Data Entry
Articulated: Yes
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

Business Information Management II (CTE)
Grades: 10-12
Prerequisite: Business Information Management I
Articulated: No
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.

College Transition (Innovative)
Grades: 11-12
Prerequisite: None
College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college.
Technology

Digital Design and Media Production  Credit 1.0
Prerequisite: Touch System Data Entry
Through the study of digital design and media production, students will demonstrate creative thinking to develop innovative strategies and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically which will allow for problem solving and making informed decisions regarding media projects. Through this course, students will become better digital citizens and demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

Digital Art and Animation  Credit 1.0
Prerequisite: Touch System Data Entry
Through the study of six strands in technology applications, students develop college readiness skills applied to technology, including terminology, concepts, and strategies. Students learn to make informed decisions about technologies and their applications. Students learn the efficient acquisition of information using search strategies and the use of technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students analyze and evaluate the results.

3-D Modeling and Animation  Credit 1.0
Prerequisite: Touch System Data Entry
Through the study of technology applications six strands, students will develop college-readiness skills applied to technology, including terminology, concepts, and strategies. Students learn to make informed decisions about technologies and the applications. Students examine the efficient acquisitions of information using search strategies and the use of technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, student will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

Digital Communications in the 21st Century  Credit 1.0
Prerequisite: Touch System Data Entry
Through the study of technology applications students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Students support and manage the work individuals and group to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.

Digital Video and Audio Design  Credit 1.0
Prerequisite: None
Through this study, students will integrate global societies and the exchange of information through innovative and diverse media that require the effective communication of multiple data elements to display use of high quality and complex media that is created with the dynamic end-user expectations. These adaptations drive the creation of new tools to allow students and selections process of powerful and effective ways through social communication that promotes their competitive development.

Web Design  Credit 1.0
Prerequisite: None
Through the study of technology applications, students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Student support and manage the work of individuals and groups to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.
Web Communications  
Prerequisite: Touch System Data Entry
Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Game Development  
Prerequisite: Touch System Data Entry
Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Independent Study in Technology Application  
Prerequisite: Touch System Data Entry
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Student communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Independent Study in Evolving/Emerging Technologies  
Prerequisite: Touch System Data Entry, Technology Application 9th-12th
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Foreign Language

Spanish I, II, III  
Prerequisite: None
Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication, and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, and to express feelings and opinions.

Pre-AP Spanish Language  
Prerequisite: None
Students will develop, in-depth, the four basic language skills of speaking, listening, writing and reading. The course likewise exposes these students to work of modern writers of the Spanish-speaking world. One of the objectives of these course is to help them explore less familiar topics, experimenting with complex structures and advanced functions while developing a more extended and well-organized discourse. The goal of this course is to cultivate within the students the necessary skills for AP success in the area of Spanish, which must be built incrementally by working with the specific AP types of tasks. This AP goal-oriented curriculum requires a methodology where the variety of approaches will not only integrate skills, but assess them globally.
AP Spanish Language  
**Credit 1.0**

**Prerequisite:** Spanish II

This course is designed as a college-level course which will prepare students to take the Spanish Language Advanced Placement Examination. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the first two years. This course includes additional emphasis on the study of grammar and reading about history, literature, music, art, and customs of Spanish-speaking countries (Latin America and Spain). Instruction is conducted in Spanish only. AP, GT, or DAP students are encouraged to take this course after completing Spanish II. Student enrolled are expected to take AP exam.

AP Spanish Literature  
**Credit 1.0**

**Prerequisite:** Spanish III for Spanish Speakers or AP Spanish Language

Students will be introduced to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing. The course is designed as a college-level course with examinations. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the previous years. Instruction is conducted in Spanish only. AP, GT, or DAP students are encouraged to take this course after completing Spanish III or AP Spanish Language. Student enrolled are expected to take AP exam.

**Physical Education**

**Foundations of Personal Fitness**  
**Credit 0.5**

**Prerequisite:** None

Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical education. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness in the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives students designing their own personal fitness program.

**Team Sports (PE)**  
**Credit 0.5**

**Prerequisite:** Foundations of Personal Fitness

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course that reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

**Aerobic Activities (PE)**  
**Credit 0.5**

**Prerequisite:** Foundations of Personal Fitness

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health through—out the lifespan. Students in aerobic activities are exposed to a variety of activities that promote health related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

**Football**  
**Credit 0.5**

**Prerequisite:** None

In football students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Football are expected to develop an appreciation for teamwork and fair play.

**Boys Basketball**  
**Credit 0.5**

**Prerequisite:** None

In Boys Basketball students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Basketball are expected to develop an appreciation for teamwork and fair play.
<table>
<thead>
<tr>
<th>Sport</th>
<th>Prerequisite:</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys Baseball</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>In Boys Baseball students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Baseball are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys Soccer</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>In Boys Soccer students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Soccer are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys Track</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Track are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys Cross Country</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Golf</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tennis</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Volleyball</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Volleyball are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Softball</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Softball are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Basketball</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Basketball are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Soccer</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Soccer are expected to develop an appreciation for teamwork and fair play.</td>
<td></td>
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</tr>
<tr>
<td><strong>Girls Track</strong></td>
<td>None</td>
<td>0.5</td>
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<tr>
<td><strong>Girls Cross Country</strong></td>
<td>None</td>
<td>0.5</td>
</tr>
<tr>
<td>Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drill Team I, II, III, IV Credit 0.5
Prerequisite: Successful try-out and sequential order
Students who participate in Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

Cheerleader I, II, III, IV Credit 0.5
Prerequisite: Successful try-out and sequential order
Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.

Online Elective Courses

Criminology: Inside the Criminal Mind Credit 1.0
In today’s world, crime and deviant behavior rank at or near the top of many people’s concerns. In this course, students study the field of Criminology – the study of crime. Students look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

Forensic Science I: Secrets of the Dead Credit 1.0
Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

International Business: Global Commerce Credit 1.0
From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected.

Law & Order: Intro to Legal Studies Credit 1.0
Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society’s legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

Personal & Family Finance: Financial Literacy Credit 0.5
How do our personal financial habits affect our financial future? How can we make smart decisions with our money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Psychology I: Road to Self-Discovery Credit 0.5
Self-knowledge is the key to self-improvement! More than 800,000 high school students take psychology classes each year. Among the different reasons, there is usually the common theme of self discovery! Sample topics include the study of infancy, childhood, adolescence, perception and states of consciousness. Amazing online psychology experiments dealing with our own personal behavior are featured within this course.
Real World Parenting  
What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered.

Veterinary Science: Care of Animals  
As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.
# LISD CTE Career Academies

## Agriculture, Food & Natural Resources Career Field
- Agriculture, Food & Natural Resources Academy
  - Power, Structural & Technical Systems Pathway
  - Animal Systems Pathway
  - Food Products & Processing Systems Pathway
  - Plant Systems Pathway

## Business Management & Administration Career Field
- Business Management & Administration Academy
  - Business Information Management Pathway
- Finance Academy
  - Accounting Pathway
- Marketing, Sales & Services Academy
  - Marketing & Sales Pathway
  - Retail/ E-tail Services Pathway
  - Entrepreneurship Pathway

## Health Science Technology Career Field
- Health Science Academy
  - Certified Nurse Assistant Pathway
  - Emergency Medical Technician Pathway
  - Phlebotomy Pathway

## Human Services Career Field
- Education & Training Academy
  - Education Pathway
- Human Services Academy
  - Counseling & Mental Health Pathway
  - Early Childhood Development & Svcs Pathway
- Hospitality & Tourism Academy
  - Restaurant Management Pathway
  - Culinary Arts Pathway
- Law, Public Safety, Corrections & Security Academy
  - Law Enforcement Services Pathway
  - Correctional/Protective Services Pathway

## Engineering Manufacturing & Technology Career Field
- Architecture & Construction Academy
  - Construction Technology Pathway
- Manufacturing Academy
  - Welding Pathway
- Science, Technology, Engineering & Mathematics Academy
  - Engineering & Technology Pathway
  - Robotics & Automation Pathway
  - Oil & Gas Technical Track Pathway
  - Oil & Gas Production Engineering Track Pathway
- Transportation, Distribution & Logistics Academy
  - Auto Technology Pathway
  - Auto Collision & Body Repair Pathway
  - Small Engine Technology
  - Logistics

## Arts, Communications & Information Systems Career Field
- Information Technology Academy
  - Web & Digital Communications Pathway
- Arts, A/V Technology & Communications Academy
  - Animation Pathway
  - Graphic Visual Arts Pathway
  - Audio & Video, Technology & Film Pathway
  - Commercial Photography Pathway
Career and Technical Education
Engineering and Technology Pathway
Agriculture, Food & Natural Resources Cluster

Top Careers
Environmental Engineer
Conservation Scientist
Purchasing Agent and Buyer (Farm Products)
Power Plant Operator
Zoologist
Gas Plant Operator
Farm, Ranch, and Other Agricultural Manager
Environmental Engineering Technician
Geological and Petroleum Technician
First Line Supervisor of Farming, Fishing, and Forestry Workers

Principles of Agriculture, Food, and Natural Resources Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
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.

Agricultural Mechanics & Metal Technologies Credit 1.0
Grades: 10-12
Prerequisite: Principles of Agriculture, Food, & Natural Resources
Articulated: Yes
To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Facilities Design & Fabrication Credit 2.0
Grade: 11
Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: Yes
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Agricultural Power Systems Credit 2.0
Grades: 10-12
Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: Yes
To be prepared for careers in agricultural power, structural, and technical systems, students should attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.
Livestock Production
Grades: 10-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Articulated: No
To be prepared for careers in the field of animal science, students need to 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.

Small Animal Management
Grades: 10-12
Prerequisite: Livestock Production
Articulated: No
To be prepared for careers in the field of animal science, students need to 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.

Advanced Animal Science
Grade: 12
Prerequisite: one credit from any above
Articulated: No
To be prepared for careers in the field of animal science, students need to 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.

Food Technology & Safety
Grades: 10-12
Prerequisite: None
Articulated: No
To be prepared for careers in value-added and food processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Food Processing
Grades: 11-12
Prerequisite: Food Technology & Safety
Articulated: No
To be prepared for careers in food products and processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Horticulture Science
Grades: 10-12
Prerequisite: Principles of Agriculture
Articulated: No
To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Advanced Plant & Soil Science
Grade: 12
Prerequisite: one credit course of cluster
Articulated: No
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.
Practicum in Agriculture, Food, & Natural Resources I
Credit 2.0
Grade: 11
Prerequisite: one credit from cluster
Articulated: Yes
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. 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.

Practicum in Agriculture, Food, & Natural Resources II
Credit 2.0
Grade: 11
Prerequisite: one credit from cluster
Articulated: No
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster.

Architecture & Construction Cluster

Top Careers
Construction Manager Architect
Cost Estimator
Landscape Architect
Mechanical Drafter
Interior Designer
Construction and Building Inspector Surveyor
Architectural and Civil Drafter
Rigger

Principles of Architecture & Construction
Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning.

Construction Technology
Credit 1.0
Grades: 10-12
Prerequisite: Principles of Architecture & Construction
Articulated: Yes
In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Advanced Construction Technology
Credit 2.0
Grades: 11-12
Prerequisite: Principles of Architecture & Construction AND Construction Technology
Articulated: No
In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for postsecondary degree in construction management, architecture, or engineering.
Construction Management
Credit 1.0
Grades: 10-12
Prerequisite: Algebra 1, Geometry, and Principles of Architecture & Construction
Articulated: No
In Construction Management, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering.

Oil & Gas Pathways

Technical Track

Principles of Oil & Gas → Oil & Gas Production I → Oil & Gas Enrollment at LCC or LISD Oil & Gas Production II → Oil & Gas Production I

Engineering Track

Concepts of Engineering → Oil & Gas Production I → College Algebra Dual Enrollment and Engineering Design & Presentation → Engineering Design & Problem Solving and Oil & Gas Production Systems II

Principles of Oil and Gas Production Systems
Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
This course will provide students an introduction to Oil and Gas Professions including the distinction between the different career opportunities and the required certification and degree for each. Students will study the history, current, and future, significance of the petroleum industry and the applications of associated tools, equipment, technologies and governing authorities.

Oil and Gas Production Systems I
Credit 1.0
Grades: 10-12
Prerequisite: Principles of Oil and Gas Production Systems or Concepts of Engineering
Articulated: No
Students enrolled in this course will identify specific career opportunities, skills, abilities, tool, certification and safety measures associated with each career. Development of enhancing critical thinking skills and understanding components, systems, equipment, production and safety regulations associated with oil and gas well production and maintenance.

Oil and Gas Production Systems II
Credit 2.0
Grades: 11-12
Prerequisites: Oil and Gas Production Systems I or dual enrollment Oil & Gas course
Articulated: No
This course will provide students with an overview of specific requirements for entry into post-secondary education and employment in the oil and gas industry. Research and discuss petroleum economics, modes of transportation, environmental, health and safety concerns, and different energy sources. The course may be taught through a student internship program and prepares students for industry certification.
Science, Technology, Engineering, and Mathematical Cluster

Top Careers
Engineering Manager
Petroleum Engineer
Natural Sciences Manager Material Scientist
Marine Engineer
Biomedical Engineer
Civil Engineer
Biochemist
Nuclear Technician

Concepts of Engineering & Technology Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects.

Engineering Design and Presentation Credit 1.0
Grades: 10-12
Prerequisite: Concepts of Engineering & Technology
Articulated: Yes
Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes.

Advanced Engineering Design & Presentation Credit 2.0
Grades: 11-12
Prerequisite: Engineering Design & Presentation
Articulated: Yes
This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.

Engineering Design & Problem Solving Credit 1.0
Grade: 12
Prerequisite: Concepts of Engineering, Engineering Design, Advanced Engineering Design
Articulated: Yes
Engineering design is the creative process of solving problems by identifying needs and then devising solutions. It reinforces and integrates skills learned in previous mathematics and science courses. This course is intended to stimulate students’ ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems.

Engineering Mathematics Credit 1.0
Grades: 11-12
Prerequisite: Algebra II
Articulated: No
This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.
Scientific Research & Design  
Grades: 11-12  
Prerequisite: Science Credit  
Articulated: No  
In Scientific Research and Design students employ the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models.

Electronics  
Grades: 10-12  
Prerequisite: Concepts of Engineering and Technology  
Articulated: No  
Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Advanced Electronics  
Grades: 10-12  
Prerequisite: Concepts of Engineering and Technology  
Articulated: No  
Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Robotics and Automation  
Grades: 11-12  
Prerequisite: Concepts of Engineering & Technology and Electronics  
Articulated: No  
Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment.

Principles of Technology  
Grades: 10-12  
Prerequisite: Science Credit and Algebra  
Articulated: No  
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter.

Transportation, Distribution and Logistics Cluster

Top Careers  
Airline Pilot, Co-Pilot & Flight Engineer  
Aerospace Engineer and Operations Technician  
Insurance Appraiser  
Auto Damage  
Aircraft Mechanic  
Auto. Service Tech. & Mechanics  
Aerospace Engineer and Operations Technician  
Insurance Appraiser  
Auto Damage  
Aircraft Mechanic  
Auto. Service Tech. & Mechanics  
Truck Driver Heavy & Tractor Trailer  
Recreational Vehicle Service Tech.  
Auto Body & Related Repairers
Principles of Transportation, Distribution, and Logistics  
Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Articulated: No  
In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe assessment of products, services, and systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

Energy, Power, & Transportation Systems  
Credit 0.5  
Grades: 9-12  
Prerequisite: Principles of Transportation, Distribution, & Logistics  
Articulated: No  
The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure.

Automotive Technology  
Credit 2.0  
Grades: 10-12  
Prerequisite: Principles of Transportation, Distribution, and Logistics  
Articulated: Yes  
Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Advanced Automotive Technology  
Credit 2.0  
Grades: 11-12  
Prerequisite: Automotive Technology  
Articulated: Yes  
Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Collision Repair & Refinishing  
Credit 2.0  
Grades: 10-12  
Prerequisite: Principles of Transportation, Distribution, & Logistics  
Articulated: Yes  
Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Advanced Collision Repair & Refinishing  
Credit 2.0  
Grades: 10-12  
Prerequisite: Collision Repair & Refinishing  
Articulated: Yes  
 Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Small Engine Technology  
Credit 2.0  
Grades: 10-12  
Prerequisite: Principles of Transportation, Distribution, & Logistics  
Articulated: No  
This course is designed to provide training for entry-level employment in the small engine technology industry. Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycle, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.
Advanced Small Engine Repair

Grades: 11-12
Prerequisite: Small Engine Technology
Articulated: No
Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Logistics, Planning, and Management System

Grades: 10-12
Prerequisites: Global Business
Articulated: No
This course is designed to provide training for entry-level employment in the Logistics, Planning, and Management Systems. This course focuses on the business planning and management aspects of transportation, distribution, and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills and technologies in a variety of settings.

Manufacturing Cluster

Top Careers

Safety Coordinator
Material Handlers
Production Manager
Industrial Technician
Quality Control Inspectors Tool and Die Makers
Welders, Cutters, Solderers and Brazers Furniture Finishers
Glass Blowers, Molders, Benders, and Finishers

Principles of Manufacturing

Grades: 9-12
Prerequisite: Algebra 1 or Geometry
Articulated: No
In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing.

Welding

Grades: 10-12
Prerequisite: Algebra 1
Articulated: Yes
Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems.

Advanced Welding

Grades: 11-12
Prerequisite: Algebra 1 or Geometry and Welding
Articulated: Yes
Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development.
Precision Metal Manufacturing
Grades: 10-12
Prerequisite: Principles of Manufacturing and Algebra 1 or Geometry
Articulated: Yes
Rapid advances in technology have created new career opportunities and demands in many industries. Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in metal technology systems.

Advanced Precision Metal Manufacturing
Grades: 10-12
Prerequisite: Precision Metal Manufacturing and Algebra 1 or Geometry
Articulated: No
This course is designed to enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation geared towards technology and career demands in high-skill, high-wage positions.

Business, Marketing & Finance
Business, Management and Administration Cluster

Top Careers
Chief Executive
Industrial Production Manager
Public Relations Manager
Operations Research Analyst
Administrative Services Manager
Statistician
Accountant & Auditor
Budget Analyst

Principles of Business, Marketing, and Finance
Grades: 9-12
Prerequisite: None
Articulated: Yes
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.

Business Information Management I
Grades: 9-12
Prerequisite: None
Articulated: Yes
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

Business Information Management II
Grades: 10-12
Prerequisite: Business Information Management I
Articulated: No
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.
Global Business
Credit 1.0
Grades: 10-12
Prerequisite: None
Articulated: Yes
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 and postsecondary education.

Business English
Credit 1.0
Grade: 12
Prerequisite: English III
Articulated: No
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies.

Business Law
Credit 1.0
Grades: 11-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No
Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property.

Human Resources Management
Credit 0.5
Grades: 11-12
Prerequisite: None
Articulated: No
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, financial, ethical, and international dimensions of business to make appropriate human resources decisions.

Virtual Business
Credit 0.5
Grades: 10-12
Prerequisite: None
Articulated: No
Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. The student builds a functional website that incorporates the essentials of a virtual business.

Business Management
Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
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.

Practicum in Business Management
Credit 2.0 or 3.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
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.
Finance Cluster

Top Careers
Sales Manager
Personal Financial Advisor
Real Estate Broker
Meeting and Convention Planner
Public Relations
Actuary
Market Research Analyst
Reservation and Transportation Ticket Agent
Appraiser & Assessor of Real Estate

Banking and Financial Services  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs.

Accounting I  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
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.

Accounting II  Credit 1.0
Grades: 11-12
Prerequisite: Accounting
Articulated: Yes
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.

Money Matters  Credit 0.5
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No
Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical thinking skills to analyze financial options based on current and projected economic factors.

Financial Analysis  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing & Finance
Articulated: Yes
Students apply technical skills to develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results to multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.
Information Technology Cluster

**Top Careers**
- Computer & Information Systems Manager
- Electrical Engineer
- Computer Hardware Engineer
- Computer Science Teacher, Postsecondary
- Computer Software Engineer, Systems Software
- Computer Software Engineer, Applications
- Computer Programmer
- Computer Systems Analyst
- Database Administrator

### Principles of Information Technology
- **Credit**: 1.0
- **Grades**: 9-12
- **Prerequisite**: None
- **Articulated**: Yes
- Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace.
- Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### Digital and Interactive Media
- **Credit**: 1.0
- **Grades**: 10-12
- **Prerequisite**: Principles of Information Technology
- **Articulated**: Yes
- Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem.

### Web Technologies
- **Credit**: 1.0
- **Grades**: 10-12
- **Prerequisite**: Principles of Information Technology
- **Articulated**: Yes
- Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

### Independent Study in Evolving/Emerging Technologies
- **Credit**: 1.0
- **Grades**: 9-12
- **Prerequisite**: 1 credit in technology
- **Articulated**: No
- Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.
Research in Information Technology

Grades: 12
Prerequisite: 2 credits in Information Technology or computer courses
Articulated: No

Students gain advanced knowledge and skill in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

Marketing, Sales and Services Cluster

Top Careers
Sales Manager
Personal Financial Advisor Real Estate Broker
Meeting and Convention Planner
Public Relations
Actuary
Market Research Analyst
Reservation and Transportation Ticket Agent
Appraiser & Assessor of Real Estate

Entrepreneurship
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business.

Fashion Marketing
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No

Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, merchandising, and career opportunities.

Retailing and E-tailing
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing.

Sports and Entertainment Marketing
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans.
Marketing Dynamics  
Credit 2.0 or 3.0  
Grades: 11-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. This course may include paid or unpaid career preparation experience.

Advertising and Sales Promotion  
Credit 0.5  
Grades: 9-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media.

Career Preparation I & II  
Credit 2.0 or 3.0  
Grades: 9-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Students will gain real-world work experiences through internships and/or work experiences.

**Arts, A/V Technology & Communication Cluster**

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<th>Principles of Arts, Audio Video Technology and Communication</th>
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**Top Careers**
Art Director  
Producer and Director  
Public Relations Specialist  
Librarian  
Writer and Author  
Sound Engineering Technician  
Multimedia Artist and Animator  
Editor  
Graphic Designer  
Music Director and Composer

**Principles of Arts, Audio Video Technology and Communications**  
Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Articulated: No  
Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.
Animation
Grades: 10-12
Prerequisite: Graphic Design & Illustration or Art I
Articulated: Yes
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Advanced Animation
Grades: 11-12
Prerequisite: Animation
Articulated: Yes
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations.

Audio Video Production
Grades: 9-12
Prerequisite: Principles of Arts, Audio/Video Technology, and Communications
Articulated: No
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Advanced Audio Video Production
Grades: 11-12
Prerequisite: Audio Video Production
Articulated: Yes
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities.

Practicum in Audio Video Production
Grades: 11-12
Prerequisite: Advanced Audio Video Production or Advanced Animation
Articulated: No
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design & Illustration
Grades: 10-12
Prerequisite: Advanced Audio Video Production
Articulated: No
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Advanced Graphic Design & Illustration
Grades: 10-12
Prerequisite: Graphic Design & Illustration
Articulated: No
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Practicum in Graphic Design & Illustration  Credit 2.0
Grades:  10-12
Prerequisite:  Advanced Graphic Design & Illustration, Advanced Commercial Photography or Advanced Animation
Articulated: No
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Commercial Photography  Credit 1.0
Grades:  10-12
Prerequisite:  Graphic Design & Illustration or Art 1
Articulated: No
Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.

Advanced Commercial Photography  Credit 2.0
Grades:  11-12
Prerequisite:  Commercial Photography
Articulated: No
Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Fashion Design  Credit 1.0
Grades:  10-12
Prerequisite:  Principles of Arts, Audio/Video Technology & Communications
Articulated: No
Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an understanding of fashion and the textile and apparel industries.

Advanced Fashion Design  Credit 2.0
Grades:  10-12
Prerequisite:  Fashion Design
Articulated: No
Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production.

Practicum in Fashion Design  Credit 2.0
Grades:  11-12
Prerequisite:  Advanced Fashion Design
Articulated: No
Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Professional Communications  Credit 0.5
Grades:  9-12
Prerequisite: None
Articulated: No
Professional Communications blends written, oral and graphic communication in a career-based environment. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Human Services Pathway
Education & Training Cluster

Top Careers
Law Teacher, Postsecondary Health Specialties Teacher, Education Administrator
Art, Drama, and Music Teacher
Criminal Justice & Law Enforcement College Teacher, CTE Teacher, Secondary School
Clinical and School Psychologist
Marriage and Family Therapist
Medical & Public Health Social Worker
Mental Health Counselor

Principles of Education Credit 1.0
Grades: 9-12
Articulated: No
Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster.

Instructional Practices in Education Credit 2.0
Grades: 11-12
Prerequisite: Principles of Education & Training and Human Growth & Development
Articulated: Yes
Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices.

Practicum in Education & Training Credit 2.0
Grade: 12
Prerequisite: Principles of Education & Training and Human Growth & Development and Instructional Practices in Education & Training
Articulated: Yes
Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students.

Human Growth & Development Credit 1.0
Grades: 10-12
Prerequisite: Principles of Education & Training
Articulated: No
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.
Human Services Cluster

Top Careers
Law Teacher, Postsecondary
Health Specialties Teacher
Education Administrator
Art, Drama, and Music Teacher
Criminal Justice & Law Enforcement College Teacher
CTE Teacher, Secondary School
Clinical and School Psychologist
Marriage and Family Therapist
Medical & Public Health Social Worker
Mental Health Counselor

Principles of Human Services  Credit 0.5
Grades: 9-12
Prerequisite: None
Articulated: No
This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

Lifetime Nutrition & Wellness  Credits 1.0
Grades: 10-12
Prerequisite: Principles of Human Services, Principles of Hospitality & Tourism, Principles of Health Science, or Principles of Education & Training
Articulated: No
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Counseling & Mental Health  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Human Services
Articulated: No
Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions.

Child Development  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Human Services
Articulated: No
This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills.

Introduction to Cosmetology  Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup.
Cosmetology I
Grades: 10-12
Prerequisite: Acceptance Required
Articulated: No
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination.

Cosmetology II
Grades: 11-12
Prerequisite: Cosmetology I
Articulated: No
Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination.

Dollars & Sense
Grades: 10-12
Prerequisite: Principles of Human Services
Articulated: No
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.

Hospitality & Tourism Cluster

| Principles of Hospitality and Tourism | Restaurant Management | Culinary Arts | Practicum in Culinary Arts |

Top Careers
Sales Manager
Food Service Manager Lodging Manager
Meeting and Convention Planner Public Relations
Chef and Head Cook
Market Research Analyst
Customer Service Representative
First Line Supervisor of Pers. Svc. Workers

Principles of Hospitality and Tourism
Grades: 9-12
Prerequisite: None
Articulated: No
The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector.

Restaurant Management
Grades: 10-12
Prerequisite: Principles of Hospitality and Tourism
Articulated: No
This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations.
Culinary Arts  Credit 2.0
Grades: 10-12
Prerequisite: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism
Articulated: No
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.

Practicum in Culinary Arts  Credit 2.0
Grades: 11-12
Prerequisite: Culinary Arts or Hotel Management
Articulated: No
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

Hospitality Services  Credit 1.0
Grades: 11-12
Prerequisite: Principles of Hospitality & Restaurant Management
Articulated: No
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction.

Law, Public Safety, Corrections, Government and Security Cluster

Law, Public Safety, Corrections, Government and Security Cluster

Principles of Law Public Safety, Corrections, and Security Services

Law Enforcement

Court System and Practices

Law Enforcement II

Top Careers

Lawyer
Administrative Law Judge and Hearing Officer
Judge
Manager of Police Officer/Detectives Manager of Firefighting Workers
Court Reporter
Radio Operator
Detective and Criminal Investigator Fire Inspector and Investigator
Transit and Railroad Police

Principles of Law, Public Safety, Corrections, and Security  Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: Yes
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services.
Law Enforcement 1  
Grades: 10-12  
Prerequisite: Principles of Law, Public Safety, Corrections, and Security  
Articulated: Yes  
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Court Systems and Practices  
Grades: 10-12  
Prerequisite: Law Enforcement I  
Articulated: Yes  
Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial process from pretrial to sentencing and examines the types and rules of evidence.

Law Enforcement II  
Grades: 11-12  
Prerequisite: Law Enforcement I  
Articulated: Yes  
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

Forensic Science  
Grade: 12  
Prerequisite: Biology and Chemistry. Recommended: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I  
Articulated: No  
Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Correctional Services  
Grades: 11-12  
Prerequisite: Principles of Law, Public Safety, Corrections, and Security  
Articulated: Yes  
In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting.

Health Science Cluster

Top Careers  
Dentist, General  
Physician Assistant  
Medical & Health Services Manager  
Physical Therapist  
Radiation Therapist  
Nuclear Medicine Technologist  
Orthotist & Prosthetist  
Diagnostic Medical Sonographer  
Registered Nurse
Principles of Health Science Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: Yes
The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology Credit 0.5
Grades: 9-12
Prerequisite: None
Articulated: Yes
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science I Credit 1.0
Grades: 10-12
Prerequisite: Principles of Health Science & Biology
Articulated: Yes
The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

Anatomy & Physiology Credit 1.0
Grades: 10-12
Prerequisite: 3 Science credits
Articulated: Yes
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Practicum in Health Science Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Health Science and Biology
Articulated: No
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.

Practicum in Health Science II Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Health Science and Biology
Articulated: No
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.

Medical Microbiology Credit 0.5
Grades: 10-12
Prerequisite: 3 Science credits
Articulated: No
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic micro-organisms, laboratory procedures, identifying micro-organisms, drug resistant organisms, and emerging diseases.
Pathophysiology  
Grades: 11-12  
Prerequisite: 3 Science credits  
Articulated: No  
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease to process and how humans are affected.

World Health Research  
Grades: 11-12  
Prerequisite: Biology and Chemistry  
Articulated: No  
This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students’ understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical cure issues.
VISION
Dr. Dennis D. Cantu Health Science Magnet School offers standard college, preparatory academic courses, specialized training in health sciences, the opportunity for vocational training and certification, and early enrollment/dual credit college opportunities. This school is uniquely designed to help students understand the concepts and skills associated with the health sciences and to increase students’ awareness of the health-related careers.

APPLICATION PROCESS
Students interested in applying to Dr. Dennis D. Cantu Health Science Magnet school must complete and submit an application for review. Student must include the following with the application:

- Transcript/Report Card
- Interest Essay
- Copy of STAAR scores
- Three teacher recommendations

To be selected a student must receive a score of 4 or higher on the essay, have an average/above average academic standing, and meet all application requirements.

CURRICULUM
Students follow a Pre AP/AP curriculum and specialize in Health Science courses which provide “hands-on” learning experiences. Students are committed to the following four year plan:

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Dual Enrollment</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus or AP Calculus</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>AP Biology or AP Chemistry</td>
</tr>
<tr>
<td>World Geography</td>
<td>World History</td>
<td>U.S. History</td>
<td>Gov’t (.5 credit) Economic (.5 credit)</td>
</tr>
<tr>
<td>Spanish I or Spanish II</td>
<td>Spanish II or Spanish III or Art</td>
<td>Health Science I</td>
<td>Practicum in Health Science II (Clinical Rotations) and/or Dual Enrollment (College courses for Certification)</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>Communication Applications or P.E.</td>
<td></td>
<td>Practicum in Health Science I and or Dual Enrollment (College courses for Certification)</td>
</tr>
<tr>
<td>Principles of Health Science</td>
<td>Anatomy &amp; Physiology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students have the opportunity to graduate with a State Certification in the following Health Science related fields:

- Certified Nurse Assistant
- Medical Assistant
- Emergency Medical Technician
- Pharmacology Technician
- Medical Billing and Coding Specialist

It is highly recommended that students take the following courses during their middle school 8th grade year or during the summer years of their high school 4 year plan:

- Algebra I
- Spanish I, II, III
- Physical Education
- Art
- Professional Communications
Vision:
It is the vision of VMT to instill character in our students while at the same time, provide them with opportunities to become worldly, culturally literate, sophisticated thinkers and intellectually prepared to compete with the nation's best, facilitating the development of their artistic and creative talents with the ultimate goal being the development of the “whole” individual. The mission is to provide a comprehensive course of study in the areas of communication, dance, music, theatre arts, and visual arts with an emphasis on creative development and artistic performance, all supported by a very strong academic instructional program that compliments and supports the visual and performing arts.

Application Process
Students interested in applying to the Vidal M. Treviño school must complete and submit an application for review. Student must include the following with the application:

- Transcript/Report Card
- Copy of STAAR scores
- Interest Essay

To be selected a student must receive a score of 3 or higher on the essay, have an average/above average academic standing, and satisfy all application requirements.

Fine Arts Curriculum

Art
Art I, Art II, III, IV – Drawing, Painting, Sculpture, Jewelry
AP Art 2D Portfolio

Dance
Ballet, Hip-Hop, Jazz, Character, Folkloric, Flamenco, International
Dance Composition I, II, III, IV
Dance Theory I, II, III, IV

Music
Piano, Steel Drums, Brass, Low Brass, Woodwinds, Strings, Guitar, Mariachi, Philharmonic Orchestra
Instrumental Ensemble Music I, II, III, IV
Applied Music I, II
Music Theory I, II

Choir
Vocal Ensemble Music I, II, III, IV
Applied Music I, II
Music Theory I, II

Theatre
Theatre Arts I
Technical Theatre I, II, III, IV
Theatre Production I, II, III, IV
Communications Curriculum

**Communications & Business (CTE)**
- Printing & Imaging Technology
- Global Business
- Principles of Information Technology
- Digital & Interactive Media
- Web Technologies
- Principles of Art, Audio Video Technology
- Art History
- Audio Video Production
- Advanced Audio Video Production
- Graphic Design & Illustration
- Advanced Graphic Design & Illustration
- Animation
- Commercial Photography
- Advanced Animation
- Advanced Commercial Photography

**Journalism (CTE)**
- Professional Communications
- Advanced Newspaper I, II, III
- Adv. Broadcasting Journalism I, II
- Research Technical Writing
- Literary Genres
- Creative & Imaginative Writing
- Practical Writing Skills
- Journalism
Vision: The Sabas Perez Engineering and Technology Magnet School will make available and energetic staff that will not only challenge and inspire but also motivate all students to experience and practice consistent learning geared toward true globe applications for the 21st century.

Application Process
Students interested in applying to the Sabas Perez Engineering & Technology Magnet school must complete and submit an application for review. Student must include the following with the application:

- Transcript/Report Card
- Copy of STAAR scores
- Interest Essay
- Two teacher recommendations

To be selected a student must receive a score of 4 or higher on the essay, have an average/above average academic standing, and satisfy all application requirements.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4)</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Eng 1301/1302</td>
</tr>
<tr>
<td>Math (4) Regular or Pre-AP/AP</td>
<td>Algebra I or Geometry</td>
<td>Geometry/Math Models or Algebra II</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus/AQR, AP Calculus or College Algebra</td>
</tr>
<tr>
<td>Science (4) Regular or Pre-AP/AP</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Advanced Science Course</td>
</tr>
<tr>
<td>Social Studies (3.5) Regular or Pre-AP/AP</td>
<td>World Geography</td>
<td>World History</td>
<td>U.S. History</td>
<td>Govt.</td>
</tr>
<tr>
<td>Economics (0.5)</td>
<td>Spanish I/II</td>
<td>Spanish II/III</td>
<td>AP Spanish Language/Literature</td>
<td>Economics (0.5)</td>
</tr>
<tr>
<td>Languages Other Than English Rec.- 2 / DAP - 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Communications</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health (0.5)</td>
<td>Health</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Physical Education (1.5)</td>
<td>PE/PE</td>
<td>PE (0.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts (1) (Art, Band, Choir, Dance, Orchestra, Theatre Art, other)</td>
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<td>Fine Arts</td>
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<td></td>
</tr>
<tr>
<td>Total Credits</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>DAP Measures (4)</td>
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<td></td>
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</tbody>
</table>

Notes:
1. A student may earn credit for Touch Data Entry, Spanish I, Spanish II, Algebra I, & Career Portals at the Middle school.
2. Students are encouraged to take the following courses in the summer to free up space for magnet electives: Professional Communications, Health, PE, Spanish I & II, Touch Data Entry, and Art if offered.
3. A student may be assigned to Reading & Math Intervention courses
4. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP graduation requirements are met.
5. Students who are interested in Dual Enrollment courses should notify their counselor as early as possible.
**Vision:** The Sabas Perez Engineering and Technology Magnet School will make available and energetic staff that will not only challenge and inspire but also motivate all students to experience and practice consistent learning geared toward true globe applications for the 21st century.

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<td>Professional Communications (0.5)</td>
<td></td>
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<td>PE (0.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts (1)</td>
<td></td>
<td>Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Principles of Arts, &amp; Audio Video Technology</td>
<td>Animation</td>
<td>Digital &amp; Interactive Media</td>
<td>Advanced Animation</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
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2. Students are encouraged to take the following courses in the summer to free up space for magnet electives: Professional Communications, Health, PE. Spanish I & II, Touch Data Entry and Art if offered.
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4. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP graduation requirements are met.
5. Students who are interested in Dual Enrollment course should notify their counselor as early as possible.
Early College High School (ECHS) is a partnership between the Laredo Independent School District (LISD) and Texas A & M International University (TAMIU). ECHS is a small public high school (a maximum of 400 students) that draws students from every middle school in the Laredo Independent School District of Laredo, Texas. There are four grade levels, ninth to twelfth, with approximately 100 students per grade level. The mission of Laredo Early College High School is to provide our students with the cognitive skills and subject area knowledge that students need to master in order to succeed in today’s colleges and universities. Laredo Early College High School offers a rigorous academic program with a small personalized setting. Students who attend ECHS must have a strong work ethic that will contribute to a successful college experience.

Qualifications to apply:
1. Students who are first-generation college goers
2. Students who are at-risk (as determined by state indicators)
3. Students lacking access to academic preparation needed to meet college readiness standards, for whom the cost of college is challenging
4. English language learners.

Application Process
Students interested in applying must:
1. Be a resident of the Laredo Independent School District
2. Complete the application form (fill out all areas of the application)
3. Provide proof of residency (copy of entire current utility bill or lease agreement)
4. Provide a copy of up-to-date immunization record
5. Provide a copy of the birth certificate and Social Security card
6. Have good attendance and behavior record*
7. Copy of most recent report card
8. If applicable, a copy of most recent Individual Plan (IEP) or 504 modification plan
9. Go through interviewing process

<table>
<thead>
<tr>
<th>A/B Schedule</th>
<th>Block Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td>Pre-AP</td>
<td>Pre AP</td>
</tr>
<tr>
<td>English I</td>
<td>Precalculus / AP Calculus</td>
</tr>
<tr>
<td>*English 1301</td>
<td>*MATH 1314</td>
</tr>
<tr>
<td>Pre-AP</td>
<td>Pre AP</td>
</tr>
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</tr>
<tr>
<td>Pre AP</td>
<td>Anatomy / Physiology</td>
</tr>
<tr>
<td>Pre AP</td>
<td>World Geography</td>
</tr>
<tr>
<td>Pre AP</td>
<td>*HIST1301/1302</td>
</tr>
<tr>
<td>Pre AP</td>
<td>* PSCI 2305-2306</td>
</tr>
<tr>
<td>Spanish I</td>
<td>*PSCH 1311</td>
</tr>
<tr>
<td>Spanish II</td>
<td>* EDIT 1300</td>
</tr>
<tr>
<td>Spanish III</td>
<td>*UNIV 1101/1102</td>
</tr>
<tr>
<td>Spanish</td>
<td>* Psychology 2301</td>
</tr>
<tr>
<td>Ap Span. Lang</td>
<td>* Elective</td>
</tr>
<tr>
<td>Literature</td>
<td>* Elective</td>
</tr>
<tr>
<td>Poetry and Prose</td>
<td>* Elective</td>
</tr>
<tr>
<td>Health and PE</td>
<td>* MUSI 1306</td>
</tr>
<tr>
<td>*PEPE (KINE-1101)</td>
<td>* Dual Credit</td>
</tr>
<tr>
<td>*EDIT 1300</td>
<td>42-63 Possible College Hours</td>
</tr>
<tr>
<td>Principles of Technology</td>
<td>* MUSI 1306</td>
</tr>
<tr>
<td>Reading I / College Readiness</td>
<td>* Elective</td>
</tr>
<tr>
<td>Reading II / College Readiness</td>
<td>* Elective</td>
</tr>
<tr>
<td>Economics</td>
<td>* Elective</td>
</tr>
</tbody>
</table>
Mission

Jose A. Valdez High School is a nontraditional-credit recovery school that provides a supportive and sober learning environment to meet educational needs, as well as ongoing treatment needs of adolescents in recovery. VHS offers students the opportunity to earn credits through self-paced, computer-based and small group instruction.

Credit Attainment and Recovery School

- The Credit Attainment School offers students the opportunity to earn credits through self paced, computer-based instruction.
- Potential Students are identified at their home campuses by counselors and administrators. Once identified, administration makes a recommendation to Director of Secondary Education, VHS Director and Assistant Director. Student is then called for a formal interview at VHS.
- If a student meets all criteria, he/she will be accepted to the program.

Target Students

- Students who have had or currently have a problem with Substance Abuse.
- Students who have dropped out of school, or are in danger of dropping out, for personal, family, and/or disciplinary issues.
- Students who lack one or more credits for graduation.

VHS offers

- A small classroom setting and one to one instruction.
- Credit recovery and high school graduation.
- Educational skills needed to enroll in college or university.
- Recovery assistance and ongoing treatment support.

Academic Support

- Students follow a prescribed learning path based on individualized graduation plans
- Students get to avoid typical classroom distractions that may exist in the traditional schools
- Students develop meaningful relationships with teachers who are trained in substance abuse recovery
- Students collaborate on group projects and learning activities with SCAN

Benefits

- Motivated students can attain students at a faster pace
- Reduced stress on students due to self-paced instruction
- Flexible course scheduling
- No tuition or supply costs to students
- More individualized instruction due to small student/teacher ratio
- On-site substance abuse and rehabilitative services provided by SCAN Counselors

Mr. Hugo De La Vina, Director
Ms. Sylvia Dominguez, Asst. Director
2502 Galveston, Laredo, TX 78043, (956) 273-8000
Note:
(1) A student may earn credit for Spanish I, Spanish II, Touch Data Entry, Algebra I, Career Portals, Teen Leadership and Health (credit will be earned based on teacher certification) at the middle school.
(2) Students are encouraged to take the following courses in the summer to free up space for electives: Communication Applications, Spanish I or Spanish II, Art if offered.
(3) A student may be assigned to STAAR Intervention course(s) depending on STAAR scores.
(4) A student following the DAP/DLA graduation plan should consult with his/her counselor to insure that DAP/DLA graduation requirements are met. DAP requirements also include student achievement of four advanced measures. (Except Foundation)
(5) A student who is interested in Dual Enrollment courses should notify his/her counselor as early as possible.
(6) It is highly recommended for all students to take Business Information Management I (BIM I) to be college and career ready.

It is policy of the Laredo Independent School District not to discriminate on the basis of race, color, national origin, gender, limited English proficiency, or handicapping conditions in its programs.
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