



# HIGH SCHOOL

## Course Selection Guide 2026-27



## Welcome to Students and Parents

The purpose of this guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations.

After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses Fort Bend ISD offers. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with school counselors. Information in this guide is accurate as of date of printing and subject to change at any time due to updates in local, state, and federal policies. Please refer to the online version of this guide for the most up-to-date information.

**Students and Parents: Review the state and local course requirements included in the guide. Also review the graduation requirements for the Foundation High School Plan.**

- Consider your post-secondary education plans and career interests. Decide which college or other post-secondary institutions you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor and/or advisor.

Availability of courses listed in the program guide depends on student requests, staffing and other resources at each campus.

Some courses may not be available on all campuses in a face-to-face traditional format. Other formats (online learning or distance learning) may be utilized to provide a course to meet student requests within district procedures. Fort Bend Independent School District provides equal educational opportunity without regard for race, color, religion, national origin, sex, gender, disability and/or age.

Additional information can be found on the Fort Bend ISD website, [fortbendisd.com](http://fortbendisd.com).

## **A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is ...**



### **equipped with skills for life.**

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.



### **a servant leader.**

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.



### **an effective communicator.**

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.



### **a critical thinker.**

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.



### **a compassionate citizen.**

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.



### **a collaborative team member.**

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.



### **a life-long learner.**

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

## CORE BELIEFS AND COMMITMENTS

### Core Belief 1: All students can reach their full potential.

**Commitment:** Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

### Core Belief 2: We believe student success is best achieved...

...through effective teachers that inspire learning.

**Commitment:** Fort Bend ISD will recruit, develop and retain effective teachers.

...in a supportive climate and safe environment.

**Commitment:** Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

...by empowered and effective leaders throughout the system.

**Commitment:** Fort Bend ISD will provide and promote leadership development at all levels.

...in a well-functioning, high-performing community of learners.

**Commitment:** Fort Bend ISD will be a collaborative, efficient and effective learning community.

## MISSION AND VISION

### MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

### VISION

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

## DISTRICT PRIORITIES



### DISTRICT PRIORITY 1

Increase successful student outcomes through enhanced learning opportunities.

**Goal 1:** By 2028, 80% of all students, at every campus, in grades 3, 5, 8, and 10 will grow at least one year in reading as indicated by NWEA Map Growth Measures.

**Goal 2:** For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65% to 90%.



### DISTRICT PRIORITY 2

Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**Goal 1:** By 2027, FBISD will increase overall staff satisfaction with the district from 73% to 85% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

**Goal 2:** By 2027, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

**Goal 3:** By 2027, FBISD will increase parent satisfaction with FBISD schools from 80% to 85% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.



### DISTRICT PRIORITY 3

Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Goal 1:** By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district strategic plan. (Completed)

**Goal 2:** By 2027, ensure efficient staffing in all areas of the organization including campuses and departments.



## Table of Contents

- 1** How to Use the FBISD Course Selection Guide
- 2** General Information
- 7** Schedule Changes/Corrections
- 8** Foundation Graduation Program Overview
- 9** Distinguished Level of Achievement
- 10** Performance Acknowledgments
- 11** Special Education Graduation Requirements
- 13** About Endorsements and Programs of Study
- 16** STEM Endorsement
- 17** Business and Industry Endorsement
- 19** Public Service Endorsement
- 20** Arts and Humanities Endorsement
- 22** Multidisciplinary Studies Endorsement
- 23** Endorsements: Frequently Asked Questions
- 24** Career and Technical Education (CTE)
- 25** Programs of Choice
- 26** Digital Media Academy
- 27** Engineering Academy
- 28** Global Studies Academy
- 29** International Business and Marketing Academy
- 31** Math and Science Academy
- 32** Medical Science Academy
- 34** Early College High School
- 36** Pathways in Technology: Health Science
- 38** Pathways in Technology: Computer Programming
- 40** Assessment Programs
- 41** Online/Distance Learning
- 42** Dual Credit
- 49** UT OnRamps Dual Enrollment
- 51** Specialized Programs
- 54** College and Career Readiness
- 55** National Collegiate Athletic Association (NCAA)
- 56** Academic Excellence

# How to Use the FBISD Course Selection Guide

## Planning Your Course of Study

Planning your course of study during middle and high school is an important step in preparing for your future. The decisions you make, along with the courses you take, will affect your success and readiness for college and/or a career.

Please use this guide to plan your coursework and future. You have many important decisions to make. Take them seriously and make them count!

## Course Selection Checklist

 What are your passions and interests?

 What are your plans and career goals after high school?

 Use your Career Cluster Finder and Strengths Explorer results in SchooLinks to explore your interests and strengths and how they connect with future careers.

 Which endorsement best matches your interests and goals?

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

 Review and select your specific endorsement pathway aligned to your future plans.

 Declare your endorsement and pathway (8th grade) and make your Career Plan (Four-year Plan) in Skyward.

 Track your progress toward graduation by using this guide.

 Challenge yourself with the most rigorous courses you can manage.

## General Information

### Attendance

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

### Semester System

The Fort Bend Independent School District's high schools operate on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. Most courses vary from one to two semesters in length. Credit for courses is awarded based on EIE policy.

### Grading System

The State Board of Education has set 70 as the minimum passing grade.

Written communication of the student's achievement is reported to the parents on a nine-weeks basis. When letter grades are recorded, the following conversions are used.

90-100 = A      80-89 = B  
70-79 = C      69-below = F

Actual student numerical grades are recorded in the grade book and averaged as actual grades. An Incomplete (I) is given on a report card if a student, because of illness or for some other excused reason, cannot complete the required work by the end of the reporting period. The student should contact the teacher to arrange to complete the work.

### Academic Options

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

### State Credit Courses

All courses which are to be counted toward grade level and graduation requirements must be state approved courses. Students must complete the correct graduation plan for their cohort upon entering high school to receive a diploma. The requirement may be waived under certain circumstances.

### Academic Eligibility Rules

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

to participate in UIL activities, the student must be classified as a full-time student (Five classes — traditional schedule, six classes — block schedule).

Classes such as study hall, office aide, and off-campus do not meet this requirement.

### Make-Up Work

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

### Course Credit

High school students are required to complete courses mandated under their graduation plan. Credit for a course may be earned only if the student receives a grade equivalent to a 70 or higher on a 100-point scale. State-approved courses are aligned to the Texas Essential Knowledge and Skills (TEKS). Credits are awarded in semester increments. A one-semester course is worth a .5 credit. A full-year course is worth 1.0 credit. (Identified courses are worth more than one credit.) If a student fails a semester course, the student must retake the entire course to earn graduation credit. If a student fails one semester of a multi-semester course, the student only retakes the semester

that was failed. (In a two- semester course, a student can gain credit if both semesters average to a 70 or higher for the year.) High school courses, Credit by Exam, and approved correspondence courses taken during middle school will be included on a student's transcript and count in the grade point average (GPA).

### Non-Credit Courses

Some courses do not count toward graduation credits; these will not be posted to a student's transcript and will not be calculated for GPA and class rank. Such classes may include:

- Office Aide
- Off-Campus
- Study Hall

### Classification of Students

Grade level advancement for students in grades 9 through 12 shall be determined by the number of course credits earned according to the classification chart below.

Class Standing	Credits Required for Class Standings Minimum State Approved Units of Credit
Sophomore	6
Junior	12
Senior	18

### Extracurricular Activity Participation

A student may participate in extracurricular activities at the beginning of the school year only if the student has earned the appropriate state credit.

Number of Years Completed in High School	Number State Credits At Beginning of School Year
1	5
2	10
3	15

### Fitness Assessment

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

### Off Campus Physical Education

Private or commercially sponsored physical activity programs designed to develop national-level capabilities may be substituted for physical education credit in grades 6 to 12, if approved by the school board and the Texas Education Agency. Students who wish to participate in Off- Campus PE must receive prior approval from the Specialist Wellness, Health and Prevention, must provide his/ her own transportation and must provide a workout schedule and attendance records. Category I classification requires a minimum of 15 hours per week (Mon.-Fri.) per semester. Examples of Category I Off Campus PE options include: equestrian, gymnastics, ice skating, and Tae Kwon Do. The Category II classification is only offered to high school students and requires a minimum of 5 hours per week per semester. Category II Off- Campus PE options include physical activity programs that teach a curriculum aligned to the Texas Education Knowledge and Skills (TEKS) for physical activity. See the FBISD Off-Campus PE webpage to complete the online applications. Applications must be submitted by the first day of school for both the fall and spring semesters.

### Physical Education Substitutions

Marching band (fall semester only), cheerleading (fall semester only), JROTC I, Dance I, Athletics and approved Off Campus PE may substitute for the physical education requirement. Students enrolled in physical education and band (fall semester only), or JROTC the same semester, may use both to meet the physical education requirement.

## District Guidelines for Award of Grade Points

1. Grade points are awarded for all courses attempted. (ex. If a student earns a 96 in a regular class they get 96 points, if they earn a 58 in a course, they earn 58 points)
2. All high school credit courses taken in Fort Bend ISD Summer School or Evening School receive regular/on-level points on the GPA scale with the exception of identified AAC/AP courses that may be offered.
3. All high school credit courses taken in summer school programs outside of Fort Bend ISD receive regular/on-level points on the GPA scale unless otherwise designated by the sending program.
4. Online learning course credit, credit by exam, and night school course credit receive regular/on-level points on the GPA scale unless otherwise designated.
5. High school courses taken through credit by exam with no prior instruction are awarded credit and regular grade points. A student must earn a grade of 80 percent or more on each exam in a subject area to be awarded a .5 unit of credit and regular grade points.
6. Off Campus Physical Education receives regular/on-level points on the GPA scale.

## The 100-Point GPA Scale

The GPA system utilized in Fort Bend ISD is referred to as a 100-Point Scale. With this system, the 100-Point Scale is calculated by adding all the semester averages earned by a student and dividing by semesters attempted. The

100-Point Scale can be converted to the Four-Point Scale which is the most common scale for college admissions, National Athletic Collegiate Association (NCAA) and scholarship applications. Courses in Fort Bend ISD are weighted differently in the GPA calculation used for class rank. See charts below:

Advanced Placement (AP)/ Beyond AP Courses, Dual Credit Courses, OnRamps Courses	AAC, Honors Courses	On Level Courses
Receives 10 point weight	Receive 5 point weight	Non-weighted

## Example of a high school student's grades:

Physics (on level)

86 = 86 points

AP English III

94 = 104 points

US History Dual Credit

84 = 94 points

Athletics

100 = 100 points

Choir

100 = 100 points

AAC Pre-Calculus

86 = 91 points

Journalism

94 = 94 points

**Total points**

669 points, divided by 7 =  
95.5714286

## Senior Class Rank

The information below applies to all graduating classes:

All courses recorded on the Academic Achievement Record (high school transcript) shall count toward Grade Point Average (GPA) and Rank in Class (RIC), using the grades received.

1. RIC is determined by the grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. Rank for honor graduation status is determined by the GPA through the end of the third 9 weeks of the senior year.
2. Grade points for other courses taken for high school credit outside of the regular school day or earned through Advanced Placement exams will be determined according to District guidelines.
3. To be eligible for valedictorian or salutatorian honors, students must be enrolled for their sixth and seventh semesters in a District high school, and graduate in no fewer than eight regular semesters.
4. To be eligible for graduation with honors, a student shall:
  - a. complete the designated program for their cohort;
  - b. present grades for all required courses prior to the established date for calculating rank-in-class (RIC);
  - c. and be enrolled for their last two semesters in a District high school.

Beginning with the Class of 2026 and beyond:

1. Class rank shall be calculated for all students
2. All students in the class of 2026 and beyond enrolled in a Program of Choice, or on an intradistrict transfer will be ranked at the school they attend.

For additional information about rank in class, please see Board Policy EIC (local) or Frequently Asked Questions regarding class rank at [www.fortbendisd.com/eiclocal](http://www.fortbendisd.com/eiclocal).

### GPA-Exempt Courses

Fort Bend ISD encourages all students to pursue their areas of special skills and interests in order to enrich their academic achievement and to foster continued student participation in four-year, co-curricular programs. FBISD allows juniors and seniors to participate in the third and fourth years of the following courses on a GPA-exempt basis:

- Advanced Journalism/Individual Study in Journalism (newspaper and yearbook)
- Athletics (not PE)
- Band
- Cheerleading
- Choir
- Color Guard
- Debate/Oral Interpretation
- Dance Team
- JROTC
- Orchestra
- Theatre (technical theatre, theatre arts, theatre production)

An application is required. See counselor for more information.

### GPA-Exempt Courses: Frequently Asked Questions

#### *Who is eligible to take a course on a GPA-exempt basis?*

This option is available to juniors and seniors who wish to take courses from the approved list that are beyond the requirements for graduation. To qualify for the GPA exemption for the third- or fourth-year course, students must apply and submit the exemption form to their counselor within the first 9 days of class, students must have an overall B average in the prerequisite courses for the third- or fourth- year course for which he/she is seeking a waiver. He/ she must also have already taken the first two years of this particular course (exception: cheerleading and dance team) at the high school campus. All students must meet the prerequisites of each course and have parent, teacher, and counselor approval. Full-year courses must be exempt in full (not on a semester- by-semester basis).

Junior students may receive a GPA exemption for only one course during the junior year. If the course is worth two credits, no other exemptions may be taken.

Senior students who have not used any of the GPA exemptions during their junior year would qualify for two exemptions (two credits) during their senior year as long as prerequisites are met.

The option of securing exemptions for two classes (two credits) in the same year is only

available to seniors for whom no GPA exemptions have been used prior to the senior year.

**NOTE:** Students may take only two (2) full-year courses or four (4) half-year courses for a maximum of 2 credits, on a GPA-Exempt basis.

#### *How are grades handled in a GPA-exempt course?*

Students who are eligible and choose to take one of these courses for a GPA-exempt grade:

- Will receive a numeric grade all year on the report card.
- Will have these courses excluded from the computation of GPA and class rank.
- What are the performance standards for these courses?
- Students must complete all of the assigned work. The numeric grade earned will be reported on the report card.
- Students must take tests and final exams for the course unless exempt from finals.
- Students must maintain a passing semester grade average in order to remain eligible for the GPA exemption.

### ***How will grades in a GPA-exempt course affect eligibility for extra-curricular activities?***

The numeric grades earned in a GPA-exempt course will be used to determine eligibility for participation in all extra-curricular activities. Furthermore, numeric grades will also be used in determining academic excellence; qualifying criteria used in the selection of students for various positions such as dance team officers, class officers, exam exemptions, etc.; and eligibility for academic awards, including admission to organizations such as the National Honor Society, etc.

### ***How do students enroll in a GPA-exempt course?***

Students interested in taking one of the GPA-exempt courses must discuss this option with the counselor promptly within the first 9 days of the course. If the student meets all of the criteria, he/she must:

1. Complete the appropriate form.
2. Have the form signed by the parent and teacher.
3. Return the form to the counselor no later than the first 9 days of each semester. At this time, if all criteria are met, it will be approved, and a course change will be made to reflect enrollment in a GPA-exempt course.
4. Once a student signs up to take a course as GPA-exempt, the decision cannot be changed.
5. Students enrolled in full-year courses do not need to reapply during the second semester.

6. Students, including transfer students, who miss the deadline for application for the first semester, may apply for exemption for the second semester if they meet the criteria.

An application has to be filled out and signed by the student, the parent, and the teacher.

### ***Can a student exempt Cheerleading as a junior or senior?***

Yes. If the student was a cheerleader as a sophomore, he/she can exempt the junior year. If the student becomes a cheerleader as a junior, he/she can exempt the senior year as a cheerleader.

### ***What are the requirements for the Dance Team waiver?***

If the student was a dance team member as a sophomore, he/she can exempt the junior year. If the student becomes a dance team member as a junior, he/she can exempt the senior year of the course.

If a student exempts a course during the junior year, but does not enroll in the same course during the senior year, does he/she lose the exempt status for the junior year?

No. Each year will stand alone.

### ***What if a student drops the exempt course?***

Students are expected to complete a full-year course for which a GPA exemption has been approved. In extenuating circumstances where a student is approved to drop a GPA-exempt

course after the first semester is completed, the student receives the first-semester credit as GPA-exempt. However, the remaining .5 GPA exemption cannot be applied to another course during the second semester or the following year. The requested 1-point GPA exemption is considered to be fully expended. If a student drops a full-year course for which a GPA exemption has been approved during the first semester, per established guidelines, the student enters a new course with no GPA exemption. In this case, the GPA exemption is available for use the following semester/year, if requested and approved according to established guidelines.

### ***If a one-season athlete does not have an athletic program to enter in the spring semester of their senior year, may they exempt only one semester of the course?***

Yes, in some cases the courses eligible for exemption are semester courses.

### ***When do exemption requests have to be turned into the counselor?***

Exemption requests, with all signatures affixed, have to be turned into the counselor within the first 9 days of each semester as applicable.

### ***Can a student take Art or Dance courses as GPA-exempt courses?***

No. Art or Dance courses (other than dance team) are not offered as GPA-exempt courses for juniors and seniors. A freshman or junior varsity dance team course can be used as a prerequisite for the dance team exemption in the junior and/or senior year.

## Schedule Changes/ Corrections

In the early spring of each school year, students are given the opportunity to choose courses after having met with their counselor for an informational session. In March, a communication will be sent to all FBISD students and parents letting them know that the course selection verification window has opened. Students and parents must verify that student course requests are correct during this window. Verification of course requests will take place in Skyward Family Access. It is very important that students and parents review course selections carefully and collaboratively for any needed corrections and adjustments before the spring course verification window closes. Students that do not select courses during course selection window or during the course verification window will have a schedule created by the counselor that will meet graduation and endorsement requirements and there will be no additional opportunities to select courses. After the course verification window has closed, the Master Schedule is then developed and there are no additional opportunities to change requested courses for the upcoming school year.

Student course requests are used to make decisions about the number of sections of each course. For example, if 60 students request a particular class, two sections will be offered; if only 30 students request the class, only one section will be offered. Therefore, after the Master Schedule has been created,

there are very few slots available to accommodate late request for changes.

To maintain balance of classroom numbers and to minimize disruptions to the academic process, course corrections, not new course requests, will be made by the counselor or students by submitting a Schedule Correction Request Form for the following reasons:

- To maintain balance of classroom numbers.
- A student has already received credit for the class in which they are currently scheduled.
- A male has been scheduled into a female PE/Athletics, or vice versa. A student is in a class for which they do not have the appropriate prerequisite (i.e., enrolled in Spanish II and has not taken Spanish I).
- A student is a SENIOR and needs the requested class for graduation.
- A student is duplicating a class in which they received high school credit and are now enrolled in a Dual Credit course cross-walked to the same course.
- A student requiring a schedule correction must pick up a Schedule Correction Request Form and submit to their counselor. The deadline for all schedule correction(s) is 9 days after the start of each semester.

There will be no schedule customizations (specific teachers, lunch, periods, etc...) made by counselors unless there are documented and approved extenuating circumstances.

New course requests will not be honored during the new school year as those options were exhausted earlier in the spring prior to the creation of the master schedule. However, if a student is trying to move from a general elective into an extracurricular program (i.e. band, choir, and athletics) the request for the change will be considered but must be initiated by the coach/ program director.

## Foundation Graduation Program Overview

Foundation Only 22 Credits*	Foundation + Endorsements 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> <li>4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course</li> <li>3 credits Science – Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course</li> <li>3 credits Social Studies – US History, Government, Economics or Personal Financial Literacy and Economics, World Geography and/or World History</li> <li>2 credits World Language or Computer Science (level I and level II)</li> <li>1 credit Physical Education</li> <li>1 credit Fine Arts</li> <li>.5 credit Health (FBISD)</li> <li>.5 credit Speech (FBISD)</li> <li>4 credits in electives (may include CTE or certification courses)</li> </ul> <p><i>* Students may opt to Foundation-only after completing sophomore year with parent and campus approval.</i></p>	<ul style="list-style-type: none"> <li>4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course</li> <li>4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course</li> <li>3 credits Social Studies – US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History</li> <li>2 credits World Language or Computer Science (level I and level II)</li> <li>1 credit Physical Education</li> <li>1 credit Fine Arts</li> <li>.5 credit Health (FBISD)</li> <li>.5 credit Speech (FBISD)</li> <li>6 credits in electives (may include CTE or certification courses)</li> <li>Credit requirements specific to at least one endorsement</li> </ul>	<ul style="list-style-type: none"> <li>4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>4 credits Mathematics – Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course</li> <li>4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course</li> <li>3 credits Social Studies – US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History</li> <li>2 credits World Language or Computer Science (level I and level II)</li> <li>1 credit Physical Education</li> <li>1 credit Fine Arts</li> <li>.5 credit Health (FBISD)</li> <li>.5 credit Speech (FBISD)</li> <li>6 credits in electives (may include CTE or certification courses)</li> <li>Credit requirements specific to at least one endorsement</li> </ul>

# Distinguished Level of Achievement

Texas Education Agency Graduation Toolkit

## Distinguished Level of Achievement – Benefits Choices Determine Options

Most of the high-skill, high-wage, and in-demand jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue an industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices you make in high school will determine your future options. To best prepare yourself now for the transition to postsecondary education and career entrance, choosing and taking the right classes is essential.

### Distinguished Level of Achievement

The distinguished level of achievement requires:

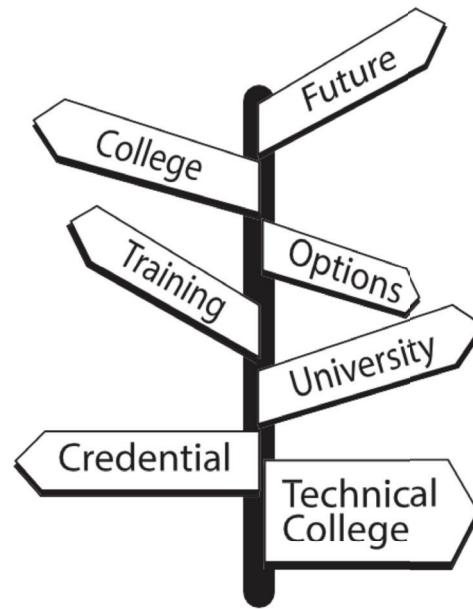
- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

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

### Why It Matters — Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

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



### What It Means

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

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

### Advantages

Opportunity to earn an endorsement in an area of interest

- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

## Performance Acknowledgments

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

Students may earn performance acknowledgments on their Academic Achievement Record or transcript for the following:

### Outstanding performance in Dual Credit coursework by successfully completing:

- 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
- An Associate degree while in high school.

### Outstanding performance in Bilingualism and Biliteracy:

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

- Completing all English Language Arts requirements and maintaining a
- minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

- Satisfying one of the following:
  - 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
  - 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
  - Completion of at least three credits in foundation subject area courses in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in one or more Languages Other Than English through one of the following methods:
    - \* Score 3 or higher on an Advanced Placement exam for a Language Other Than English; or
    - \* Score 4 or higher on an International Baccalaureate exam for a higher- level Language Other Than English course; or

Performance on a national assessment of language proficiency in a Language Other Than English of at least Intermediate High or its equivalent.

- In addition to meeting the requirements of the above subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an emergent bilingual student must also have:
  - Participated in and met the exit criteria for a bilingual or ESL program; and
  - Scored at the Advanced level on the Texas English Language Proficiency Assessment System (TELPAS).

### Outstanding performance on a college Advanced Placement test or International Baccalaureate examination by earning:

- A score of 3 or above on a College Board Advanced Placement examination; or
- A score of 4 or above on an International Baccalaureate examination.

### Outstanding performance on the PSAT, the ACT PLAN/Aspire, the SAT, or the ACT by:

- Earning 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 National Merit Scholarship Corporation, or as an awardee of the National Recognition Programs of the College Board; or
- Earning a composite score of 442 on the ACT Aspire examination; or
- Earning a composite 29 on the ACT PreACT® examination;

- Earning a total score of at least 1350 on the SAT®; or
- Earning a composite score on the ACT® examination of 29 (excluding the writing subscore).

**Earning a nationally or internationally recognized business or industry certification or license with:**

- A student may earn a performance acknowledgment with:
  - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
  - Performance on an examination sufficient to obtain a government-required credential to practice a profession.
- Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promoted by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
  - A national or international business, industry, or professional organization;
  - A state agency or other government entity; or
  - A state-based industry association.

**Certifications or licensures for performance acknowledgments shall:**

- Be age appropriate for high school students;
- Represent a student's substantial course of study and/or end-of-program knowledge and skills;
- Include an industry-recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

**Special Education Graduation Requirements**

Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §29.001 and §29.003. A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

Graduation with a regular high school diploma terminates a student's eligibility for special education services under the Individuals with Disabilities Education Act of 2004.

**A student who receives special education services may graduate and be awarded a diploma if the student meets one of the following conditions.**

1. The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title; satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in § 74.12 of this title (relating to Foundation High School Program) applicable to students in general education; and demonstrated satisfactory performance as established for students in general education in TEC, Chapters 28 and 39, on the required end-of-course assessment instruments, which could include meeting the requirements of subsection (d) of this section.
2. The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title; the student has satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in § 74.12 of this title applicable to students in general education; and the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance, beyond what would otherwise be required in subsections (b)(1) and (d) of this section, on the required end-of-course assessment instruments is not required for graduation.

3. The student has satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in § 74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education; demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-117, 126-128, and 130 of this title in accordance with modified content and curriculum expectations established in the student's individualized education program (IEP); and demonstrated satisfactory performance on the required end-of-course assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required end-of-course assessment instruments is not required for graduation.

The student must also successfully complete the student's IEP and meet one of the following conditions:

- consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
- consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational

support of the local school district; or

- the student has access to services or other supports that are not within the legal responsibility of public education, including employment or postsecondary education established through transition planning

**A student receiving special education services may earn an endorsement under § 74.13 of this title (relating to Endorsements) if the student:**

- satisfactorily completes the requirements for graduation under the Foundation High School Program specified in § 74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in § 74.13(e) of this title with or without modified curriculum;
- satisfactorily completes the courses required for the endorsement under § 74.13(f) of this title without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and
- performs satisfactorily as established in TEC, Chapter 39, on the required end-of-course assessment instruments unless the student's ARD committee determines that satisfactory performance is not required.

A student receiving special education services classified in

Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive a diploma under subsection (b)(1) of this section.

A student who has reached maximum age eligibility in accordance with § 89.1035 of this title without meeting the credit, curriculum, and assessment requirements specified in subsection (b) of this section is not eligible to receive a diploma but may receive a certificate of attendance as described in TEC, § 28.025(f).

**A summary of academic achievement and functional performance must be provided prior to exit from public school for students who meet one of the following conditions:**

- a student who has met requirements for graduation specified by subsection (b)(1) of this section or who has exceeded the maximum age eligibility as described by § 89.1035 of this title; or
- a student who has met requirements for graduation specified in subsection (b)(2) or (b)(3)(A), (B), or (C) of this section. Additionally, a student meeting this condition is entitled to an evaluation as described in

34 Code of Federal Regulations (CFR), §300.305(e)(1).

The summary of performance must include recommendations on how to assist the student in meeting the student's postsecondary goals, as required by 34 CFR, § 300.305(e)(3). This summary must also consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals.

Students who meet graduation requirements under subsection (b)(2) or (b)(3)(A), (B), or (C) of this section and who will continue enrollment in public school to receive special education services aligned to their transition plan will be provided the summary of performance upon exit from the public school system. These students are entitled to participate in commencement ceremonies and receive a certificate of attendance after completing four years of high school, as specified by TEC, § 28.025(f).

Employability and self-help skills referenced under subsection (b)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

For students who graduate and receive a diploma according to subsections (b)(2) or (b)(3)(A), (B), or (C) of this section, the ARD committee must determine needed special education services upon the request of the student or parent

to resume services, as long as the student meets the age eligibility requirements.

For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-117, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

## About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year or after graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area.

Students in the Fort Bend Independent School District select their Endorsement in their 8th grade year during the career planning/course selection process. In middle school, students complete the Find Your Path and Top Skills assessments in School Links to narrow their career interests, which in turn helps them select an endorsement. There are five Endorsements from which to choose:

- Science, Technology, Engineering, and Math (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Each endorsement has a variety of pathways students may take to earn the endorsement. Program options in FBISD include:

### STEM

- Engineering
- Programming and Software Development
- Math

### Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- English — Journalism and Debate

### Public Service

- Education and Training
- Health Science
- Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law and Public Service

### Arts and Humanities

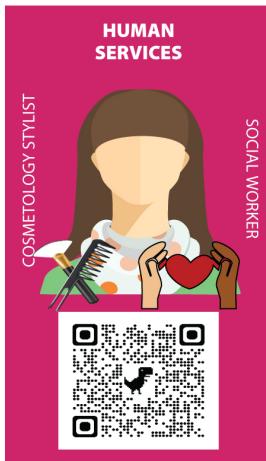
- Visual Art (drawing, painting, sculpture, ceramics, and digital art)
- Music (band, orchestra, choir)
- Theatre (theatre, technical theatre, and theatre production)
- Dance
- World Languages
- Social Studies

### Multidisciplinary Studies

- 4x4
- AP/IB/Dual Credit
- Advanced Courses



# Programs of Study



## STEM Endorsement

Are you interested in a career in engineering or science, but not sure about your options? You could consider being a Food Scientist, Chemical Engineer, or Computer Network Specialist. Some jobs only require a two-year college degree and certification. Options include lab technician, radiologic technologist, nuclear technician, and computer network support specialist, just to name a few.

### ENGINEERING PROGRAMS OF STUDY

Engineering covers many fields and many skills. Engineers are scientists, inventors, designers, builders, and great thinkers. They push the boundaries of human knowledge and seek to better understand and improve the state of the world. If you enjoy identifying problems, coming up with solutions, and turning ideas into reality, then Engineering may be the right career pathway for you. Students seeking the STEM Engineering Program of Study must also have Algebra II, Chemistry, and Physics.

#### Pathway Course Sequence

- 9th: Principles of Applied Engineering CST010
- 10th: Engineering Design and Presentation I CST050
- 11th: Engineering Science CST150
- 12th: Engineering Design and Problem Solving CST140

### Engineering Academy at Elkins HS Pathway Courses

- 9th: Engineering Design Process CST191
- 10th: Engineering Science CST200
- 11th: Aerospace Design I CST201 AND/OR Architectural Engineering CST221
- 12th: Engineering Design and Presentation I CST271

### COMPUTER SCIENCE PROGRAM OF STUDY

Computer scientists study information and decide how to represent, store, process, and relay information. Computer scientists use logical, computational thinking to develop systematic instructions for solving problems that may be applied to almost any field of work from manufacturing to healthcare.

#### Non-Pathway Course Option

- 9-12th: AP Computer Science Principles CST300

This course can also be used as a prerequisite to Computer Science A.

### Programming and Software Development Pathway Courses

- 9th: Computer Science I CST290
- 10th: AP Computer Science A CST310
- 11th: Computer Science III CST350
- 12th: Independent Study in Technology Applications CST360

### MATH PATHWAY

People who have a head for figures can use their skills to solve business problems, determine the probability of events like accidents or natural disasters, help people invest and plan for their future, and use statistical analysis to solve science, engineering, and other problems.

#### Pathway Course Sequence

Five (5) or more credits in Math that must include Algebra I, Geometry, and Algebra II. The fourth and fifth credits must come from courses that have Algebra II as a prerequisite.

- Algebra I: MA212 OR  
Algebra I AAC: MA211
- Geometry: MA222 OR  
Geometry AAC: MA221
- Algebra II: MA232 OR  
Algebra II AAC: MA231 OR  
OnRamps Algebra II: MA232T

#### 4th and 5th Math from the following list:

- Pre-Calculus: MA242 OR  
AP Pre-Calculus: MA242 OR  
OnRamps Pre-Calculus: MA240T
- Statistics: MA450 OR  
OnRamps Statistics: MA450T OR  
AP Statistics: MA451

## SCIENCE PATHWAY

Can you imagine a world without scientists? Advances in technology, cures for disease, even creating safe, more nutritious food are all the work of scientists. Science is all about innovation, discovery, and improving lives by developing knowledge about people, nature, the world, and the universe!

### Pathway Course Sequence

Must include Biology and four (4) or more credits in science that must include Chemistry and Physics.

- Biology: SC322 SC OR  
AAC Biology: SC321
- Chemistry: SC332 OR  
AAC Chemistry: SC331 OR  
ONRamps Chemistry: SC332T
- Physics: SC342 OR  
AP Physics: SC421 OR  
OnRamps Physics: SC342T
- OnRamps Geoscience: Earth, Wind, Fire: SC391T
- OnRamps Physics II: SC431T
- Organic Chemistry: SC9111

### Choose two courses from the list below

- AAC Anatomy and Physiology: CHS071
- AP Physics II: SC431
- AP Physics C: Electricity and Magnetism: SC3814
- AP Physics C: Mechanics: SC3815
- Aquatic Science: SC122
- Astronomy: SC152
- Earth System Science: SC392
- Environmental Science: SC112 OR  
AP Environmental Science: SC411
- Forensic Science: CLP2RI OR  
AAC Forensic Science: CLP042
- OnRamps Biology: SC351T
- Onramps Chemistry II: SC361T

## Business and Industry Endorsement

Business, Marketing, and Finance touches everything in the world. It is behind the food you eat, the vehicles you drive, and the clothes you wear. Every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers to receptionists, every employee makes businesses run more smoothly and profitably. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur, then the Business and Industry Program of Study may be a career path for you.

### BUSINESS AND INDUSTRY PROGRAMS OF STUDY

Program of Study Course Sequences

### Agriculture, Food and Natural Resources Program

Agriculture, Food, and Natural Resources programs empower students to cultivate real-world skills for thriving careers. From soil to sustainability, this pathway plants the seeds for tomorrow's leaders in agri-science and environmental stewardship.

- 9th: Principles of Agriculture, Food, and Natural Resources CAG010
- 10th: Small Animal Management AND Equine Science CAG030 AND CaG040
- 11th: AAC Livestock and Poultry Production CAG123
- 12th: AAC Advanced Animal

### Science CAG063

- 12th: AAC Veterinary Science + Lab CAG321

### Architectural Design Program

Architectural Design opens doors to creative careers in drafting, engineering, and sustainable building. With every blueprint, students build the skills to shape skylines and communities alike.

- 9th: Principles of Architecture CAC010
- 10th: Architectural Design I CAC070
- 11th: Computer-Aided Drafting for Architecture CAC062
- 12th: AAC Architectural Design II CAC081

### Accounting and Financial Services Program

Accounting and Financial Services equips students with the skills to manage money, analyze data, and lead in the business world. From budgeting basics to investment strategies, this pathway adds up to endless career possibilities.

- 9th: Principles of Business, Marketing, and Finance CBU010
- 10th: Foundations of Business Communications and Technologies CBU030
- 11th: Accounting I CFI050
- 12th: AAC Securities and Investments CFI031

## **Marketing Program (Academy)**

Marketing empowers students to master branding, strategy, and consumer engagement in today's dynamic marketplace. From digital campaigns to product launches, this pathway builds the business leaders of tomorrow.

- 9th: Principles of Business, Marketing, and Finance CBU010
- 10th: Marketing CMA011
- 10th: Sports and Entertainment Marketing AND Social Media Marketing CMA040 AND CMA050
- 11th: Advanced Marketing CMA160
- 12th: Practicum in Marketing CMA200

## **HVAC and Sheet Metal Program (James Reese Center)**

HVAC and Sheet Metal programs equip students with hands-on skills to master climate control and metal fabrication. From blueprints to building systems, this pathway shapes the technicians who keep our world running smoothly.

- 11th: Principles of Construction CAC020
- 11th: HVAC and Refrigeration Technology I CAC240
- 12th: AAC HVAC AND Refrigeration Technology II CAC251

## **Graphic Design and Multimedia Art (Academy)**

Graphic Design and Multimedia Art empowers students to master visual storytelling through digital tools and creative expression. From logos to motion graphics, this pathway builds the artists and innovators shaping tomorrow's media landscape.

- 9th: Principles of Arts, A/V Technology and Communications CAT010
- 10th: Graphic Design and Illustration I CAT140
- 11th: AAC Graphic Design and Illustration II + Lab CAT171
- 12th: AP Practicum in Graphic Design and Illustration CAT181 (James Reese Technical Center)

## **Digital Communications Program (James Reese Center)**

Digital Communications prepares students to create compelling content across media platforms. From graphic design to social media strategy, this pathway builds the voices that shape tomorrow's conversations.

- 10th: Audio/Video Production I + Lab CAT090
- 11th: Audio/Video Production II + Lab CAT110
- 12th: AP Practicum in Audio/Video Production CAT111

## **Non-Pathway Course Option**

- 9th -12th Professional Communication CAT380

## **Culinary Arts Program (James Reese Center)**

Culinary Arts turns kitchens into classrooms where students master the art of cooking, nutrition, and hospitality. From farm-to-table techniques to gourmet creations, this pathway prepares future chefs to lead in a fast-paced, delicious industry.

- 10th: Culinary Art CHT030
- 11th: AAC Advanced Culinary Arts CHT041
- 12th: AP Practicum in Culinary Arts CHT051

## **Networking Systems Program (James Reese Center)**

Networking Systems prepares students to design, manage, and secure the digital infrastructure that powers our world. From routers to cybersecurity, this pathway builds tech-savvy professionals ready to keep networks running strong.

- 11th: Internetworking Technologies I CIT012
- 11th: Computer Maintenance + Lab CIT030
- 12th: AAC Networking System + Lab CIT051

## **Welding Program (James Reese Center)**

Welding sparks hands-on learning in metalwork, fabrication, and industrial safety. From sparks to structures, this pathway builds the foundation for high-demand careers in construction, manufacturing, and beyond.

- 10th: Introduction to Welding CMN020
- 11th: Welding I CMN030
- 12th: Welding II CMN040

## Automotive Program (James Reese Center)

The Automotive Program equips students with hands-on skills in diagnostics, repair, and vehicle technology. From engines to electronics, this pathway fuels careers in a fast-paced, high-demand industry.

- 10th: Automotive Basic AND Introduction to Small Engine Technology CTS022 and CTS011
- 11th: AAC Automotive Technology I CTD091
- 12th: AAC Automotive Technology II CTD101
- 12th: AP Practicum in Transportation CTD210

## Public Service Endorsement

The Public Service Endorsement is for students who are passionate about helping others, leading in their communities, and making a difference. It prepares you for careers in fields like education and training (such as teaching or coaching), health science (like nursing or emergency medical services), law and public safety (including police, fire, or legal work), government and public administration, and human services (such as counseling or social work). If you enjoy serving people and want a career that focuses on support, leadership, and care, any of the following programs of study are a great fit for you.

## PUBLIC SERVICE PROGRAMS OF STUDY

Pathway Course Sequences

### Education and Training Program (James Reese Center)

The Education and Training Program equips students with the tools to lead, teach, and make a lasting impact in classrooms and communities. From lesson planning to leadership, this pathway builds passionate professionals ready to shape the future of learning.

- 10th: Principles of Education and Training CET010
- 10th: Child Development CET022
- 11th: AAC Instructional Practices CET031
- 12th: AP Practicum in Education and Training

### Health Science Program

- 9th: Principles of Health Science CHS010
- 10th: Medical Terminology CHS020
- 11th: AAC Anatomy and Physiology CHS071
- 12th: Health Science Theory CHS131

### Biomedical Science Program (Academy)

- 9th: Principles of Biomedical Science CHS200
- 10th: Medical Terminology AND Human Body Systems CHS020 and CHS220
- 11th: Medical Interventions AND AAC Health Science Theory CHS231 and CHS131
- 12th AAC Biomedical Innovation CHS221

## Biomedical Science Program (James Reese Center)

- 9th: Principles of Health Science CHS010 (home campus)
- 10th: Medical Terminology CHS020 (home campus)
- 11th: Medical Intervention AND AAC Anatomy and Physiology CHS230 and CHS7R
- 12th: AAC Biomedical Innovation AND Medical Assistant CHS22R and CHS122

### Health and Wellness Program

- 9th: Principles of Human Service CHU010
- 10th: Lifetime Nutrition and Wellness AND Interpersonal Studies CHU040 and CHU030
- 11th: Human Growth and Development CET020
- 12th: AAC Counseling and Mental Health CHU050

### Cosmetology Program (James Reese Center)

- 10th: Principles of Cosmetology Design and Color Theory AND Introduction to Cosmetology CHU110 AND CHU120
- 11th: AAC Cosmetology I CHU131
- 12th: AAC Cosmetology II CHU141

### Law Enforcement Program

- 9th: Principles of Law, Public Safety, Corrections, and Security CLP010
- 10th: Law Enforcement I CLP020
- 11th: Law Enforcement II CLP031
- 12th: Forensic Science CLP042

## Arts and Humanities Endorsement

Students who are passionate about creativity, culture, and expression may be drawn to earning an Arts and Humanities endorsement from TEA. This pathway is ideal for those who enjoy exploring literature, languages, visual arts, music, theater, and history. It supports students who aspire to careers in education, communication, design, or the performing arts. Ultimately, it empowers learners to develop critical thinking, empathy, and a deeper understanding of the human experience.

### Pathway Course Sequence

#### SOCIAL STUDIES

Social Studies is the study of places and people and helps us understand how people have lived and related to each other throughout history. Learning history and how it has influenced our modern world forms a basic understanding of how to be a good member of society.

Students earn a total of 5 credits in Social Studies and must include World Geography or AP Human Geography or World History, US History, US Government and Economics or Personal Financial Literacy/Economics.

#### Must Take:

- World Geography: SS422 OR World Geography AAC: SS411 OR AP Human Geography: SS437 OR World History: SS422 OR AP World History: SS424
- US History: SS432 OR AP US History: SS424 OR Dual Credit US History: SS43D1/

SS43D2 OR OnRamps US History: SS432T

- US Government: SS4421 OR AP US Government: SS4411 OR Dual Credit US Government: SS4461/SS4462
- Economics: SS4521 OR AP Macroeconomics: SS4511 OR OnRamps Economics: SS452T OR Dual Credit Economics: SS4561/ SS4562 OR AP Microeconomics: SS4571 OR Personal Finance Literacy and Economics: SS4525/ SS4526

#### Must take courses that equal 2 credits from the list below:

- African American Studies: SS932
- AP African American Studies: SS9331/SS9332
- AP European History: SS591
- AP Psychology: SS5111
- Mexican American Studies: SS931
- Psychology: SS5121
- Psychology Dual Credit: SS513
- Sociology: SS5221
- Sociology Dual Credit: SS523

#### WORLD LANGUAGES

The study of languages and literature enhances the ability to understand and communicate with people from other countries and cultures. Careers involving world languages require the ability to understand diverse perspectives as well as apply reading, writing, and critical thinking skills in a global context.

Students can earn this endorsement in one of three ways:

**Option 1:** Complete levels I-IV of the same World Language included Advanced Placement options

**Option 2:** Complete levels I and II of two different World Languages

**Option 3:** Compete levels I-IV of American Sign Language

Fort Bend offers the following World Languages: *Language availability is dependent on teacher availability.*

- American Sign Language
- Chinese
- French
- German
- Japanese
- Latin Spanish

#### FINE ARTS

Fine Arts empowers students to explore their talents in visual arts, music, theatre, and dance. From brushstrokes to stage lights, this pathway nurtures the artists who inspire, innovate, and enrich our communities.

Students interested in the Fine Arts Endorsement must complete a coherent sequence of four credits in the Fine Arts Discipline

#### Course Pathway Sequences

##### Visual Arts Pathway

We live in a visual world. Nearly everything man-made, from athletic shoes to websites, has been touched in some way by the hand, mind, and eye of a creative person. Visual artists create art to communicate ideas, thoughts, or feelings. They use a variety of methods — painting, sculpting, or illustrating — and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay, and computers. Visual artists are categorized in two groups: Fine artists create art to

satisfy their need for self-expression while Illustrators and graphic designers put their artistic skills at the service of commercial clients, such as major corporations, retail stores, and advertising, design, and publishing firms.

**Students must take Art I: FA013**

Choose 3 credits from one of the following visual arts mediums:

**Drawing**

- Art II (Drawing I): FA121
- Art III (Drawing II): FA132
- Art IV (Drawing III) : FA142 OR AP Studio Art Drawing Portfolio: FA811

**Painting**

- Art II (Painting I): FA223
- Art III (Painting II): FA232
- Art IV (Painting III): FA242 OR AP Studio Art 2D Design Portfolio: FA611

**Sculpture**

- Art II (Sculpture I): FA423
- Art III (Sculpture II): FA432
- Art IV (Sculpture III): FA442 OR AP Studio Art 3D Design Portfolio: FA711

**Ceramics**

- Art II (Ceramics I): FA323
- Art III (Ceramics II): FA332
- Art IV (Ceramics III): FA342 OR AP Studio Art 3D Design Portfolio: FA711

**Digital Art**

- Art II (Digital Art I): FA623
- Art III (Digital Art II): FA624
- Art IV (Digital Art III): FA625 OR AP Studio Art 2D Design Portfolio: FA611

**MUSIC PATHWAY**

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Music enriches our lives every day and has the power to communicate strong emotions and memories as well as calm and soothe. You could say music is a universal language!

**Band**

- Band I: FB113
- Band II: FB123
- Band III: FB133
- Band IV: FB143

**Orchestra**

- Orchestra I: FO212
- Orchestra II: FO222
- Orchestra III: FO232
- Orchestra IV: FO242

**Choir**

- Choir I: FC113
- Choir II: FC123
- Choir III: FC133
- Choir IV: FC143

**Mariachi**

This program is available at Marshall and Willowridge High School only.

- Mariachi Ensemble I: FM512
- Mariachi Ensemble II: FM522
- Mariachi Ensemble III: FM532
- Mariachi Ensemble IV: FM542

**Piano Technician Program**

This program is available to all students; however, it is located at Marshall High School and students must apply in their 8th grade year through the Fine Arts application.

- Piano Technician I: FP113
- Piano Technician II: FP123
- Piano Technician III: FP132
- Piano Technician IV: FP142
- Piano Technician IV Practicum: FP143

**THEATRE PATHWAY**

Young children naturally express themselves by acting out real or imagined events. Theatre allows people to mimic and project stories to others, communicating meaning through narrative and metaphor. Performances may be funny, sad, moving, thought-provoking and reflect a society's way of thinking about humanity, the world, and nature. If you enjoy performing and telling stories, a career in theatre may be for you.

**Theatre**

- Theatre I: FT113
- Theatre II: FT123
- Theatre III: FT132
- Theatre IV: FT142

**Technical Theater**

- Technical Theatre I: FT223
- Technical Theatre II: FT232
- Technical Theatre III: FT242
- Technical Theatre IV: FT244

**Theatre Production**

- Theatre I: FT113 OR Theatre Production I: FT323
- Theatre Production II: FT332
- Theatre Production III: FT342
- Theatre Production IV: FT344

**DANCE PATHWAY**

Moving our bodies to a song or rhythm can be a joyful experience. Like other ways to perform, dance is a form of expression when words are not enough. If you enjoy expressing yourself through movement, then dance is the Pathway for you.

**Dance**

- Dance I: FD113
- Dance II: FD123
- Dance III: FD133

- Dance IV: FD143
- Dance Team: Requires an audition and making the team
- Dance I: FD113 or Dance Team I
- Dance Team II
- Dance Team III
- Dance Team IV

(Literature and Composition)

- OnRamps English IV: EL142T

- Science

- Chemistry: SC332 OR
- Chemistry AAC: SC331 OR
- OnRamps Chemistry: SC332T AND/OR
- Physics: SC342 OR
- OnRamps Physics: SC342T

## Multidisciplinary Studies Endorsement

Multidisciplinary Studies empowers students to explore diverse interests while building a strong academic foundation for college and career readiness. Whether diving into STEM, arts, business, or beyond, this flexible program lets students tailor their education to match their passions and future goals.

Students can earn this endorsement in one of three ways:

### AP, Dual Credit, OnRamps Courses

Students must complete four credits in AP, Dual Credit, and/or Onramps courses in any of the following areas or a combination of:

- English
- Math
- Science
- Social Studies
- Economics
- Fine Arts
- Languages other than English

### Advanced Courses

- Complete 4 advanced courses that:
  - Prepare a student to enter the workforce
  - Prepare a student for postsecondary education without remediation
- Courses can either be:
  - In the same endorsement or mixed between endorsements
  - In a coherent sequence of courses OR mixed between multiple subjects

### Four Foundation Courses

Students complete four courses in English, Math, Science, and Social Studies. Students must take:

- English
  - English IV: EL142 OR
  - Dual Credit English IV: EL64D1/EL64D2 OR
  - AP English IV: EL141

## Endorsements: Frequently Asked Questions

### **What is an endorsement?**

Students may earn one or more endorsements as part of their high school diploma. An endorsement consists of a sequence of courses that are grouped together by interest or occupational skill. They provide students with in-depth knowledge of a subject area or a high-wage, high-skill, and in-demand occupation.

Every career and technical education (CTE) Program of Study leads to an endorsement. Students earn an endorsement by completing four credits each in both math and science, two additional elective credits, and the curriculum requirements for the endorsement.

### **Does a student have to select an endorsement?**

Yes. Students must select an endorsement, in writing, upon entering their freshman year. Students in FBISD select their endorsement in 8th grade during the annual course selection period.

### **Is there a way for students to opt out of choosing an endorsement?**

A student, with written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year by completing an Opt-out form. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their

counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's opportunity to continue their education after high school.

### **Can a student earn more than one endorsement?**

Yes. A student may earn multiple endorsements.

### **Can a student change their declared endorsement?**

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students' progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites. A student may not change their pathway/option within a declared endorsement after their sophomore year.

### **How do students know which endorsement is best for them?**

There are many inventories available for students to take including the Career Cluster Finder and Strengths Explorer in SchooLinks. Students may also research career interests in SchooLinks to learn more about their areas of interest or strength. It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider: What are the student's interests and goals? What job does he/she want to start preparing for? Does the student want to go to college? Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)

### **What if my student does not know which endorsement he/ she wants?**

If a student is undecided or unsure of which endorsement, he/ she wants, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce.

Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.

## **Career and Technical Education (CTE)**

### **JAMES REESE CAREER AND TECHNICAL CENTER**

Students are bombarded with the question, “What are you going to do after you graduate?” It is hard to answer that question if you haven’t had the opportunity to explore careers in various fields. Career and Technical Education (CTE) provides challenging career pathways for every student utilizing real world practices and evolving skill sets, attitudes, and behaviors. Students have the opportunity at all high school campuses to explore a variety of interests through specific CTE course program pathways. Some programs also have highly specialized courses that require access to extensive industry standard equipment; these courses are offered at the James Reese Career and Technical Center (RCTC).

RCTC opened in the fall of 2019 and serves students from all eleven comprehensive high schools. Coursework includes classes such as Practicum in Health Science, HVAC, Diesel Mechanics, Instructional Practices, and many more. Students have the option to utilize district-provided transportation or drive themselves to the facility. While at RCTC, students take three periods of instruction. The pathway determines if all three periods are specific to the CTE coursework or if

the student takes a core class while at RCTC. Outside of the three periods spent at RCTC, students will spend the rest of their instructional day at their home campus. Campus class times at RCTC vary from comprehensive campus hours. An industry specific uniform is required daily for all RCTC programs.

While enrolled in these highly specialized and rigorous courses, students also have the opportunity to earn industry certifications which give them a competitive advantage when applying for college and careers.

### **How to apply to the James Reese Career and Technical Center**

The application for programs offered at RCTC is only available online through the district website. No paper applications are available. Students may access the application through the CTE or James Reese Career and Technical Center webpage. Due to specific program requirements, some classes have limited enrollment and prerequisites. Completion of the application does not guarantee placement in the program. Acceptance is based broadly on the student’s career goals, academic progress, discipline,

and attendance history. Students and parents may find information about the application through the Fort Bend ISD website or by calling (281) 327-7300.

Students are required to meet minimum expectations in year 1 and reapply for year 2 RCTC programs. Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.

## Programs of Choice

A Program of Choice is defined as a program with specialized offerings for which students must apply and be accepted. Fort Bend ISD offers nine high school programs of choice: six academies, one Early College High School (ECHS), and two Pathways in Technology (P-TECH) programs.

### ACADEMIES

Fort Bend ISD High School Academies exist to provide specialized learning communities with concentrated and robust course Pathways comprised of career and academic classes. These specialized academies exist at the high school level to provide focused study and services, launching our students toward careers and college Pathways in a number of highly skilled and competitive areas. These programs are offered through an application process during a student's eighth grade year. For more information, please visit [www.fortbendisd.com/academies](http://www.fortbendisd.com/academies).

### Requirements of the Academies:

- Be enrolled in the appropriate sequence of academy and academic courses as outlined in the academy program guidelines at all times
- Maintain a 75 or higher in all academy specific courses each semester
- Maintain a 70 or higher in all other courses each semester
- Receive full credit for all courses each academic year
- Complete a minimum of 25 hours of community service

each academic year (12.5 per semester) until a total of 100 is achieved as outlined by the Academy Coordinator

- Complete a minimum of 4 Academy Coordinator approved enrichment events (2 per semester) each academic year as outlined by the Academy Coordinator

### EARLY COLLEGE HIGH SCHOOL

The Early College High School (ECHS) model is a blend of high school and college coursework that gives students the opportunity to earn up to 60 hours, or two years, of tuition-free college credit while earning a high school diploma. This model increases college readiness, providing rigorous instruction and coursework, as well as academic and social support. For more information, please visit [www.fortbendisd.com/echs](http://www.fortbendisd.com/echs).

### Early College High School

#### Aims To:

- Engage first-generation college students
- Provide up to 60 dual credit hours toward an associate degree at no cost to students
- Offer courses that mirror a college setting, with academic counseling to help students develop skills needed for post-high school success
- Increase college enrollment and success rates for all students
- Strengthen connections between middle schools, high schools, and higher education institutions to promote a culture of college readiness

### PATHWAYS IN TECHNOLOGY

The Pathways in Technology Early College High School (P-TECH) model is designed to ensure that high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees, and certificates. With the support of Educate Texas and the Texas Education Agency (TEA), participating schools target thriving industries in their region to address key workforce Pathways in high-demand fields. For more information, please visit [www.fortbendisd.com/p-tech](http://www.fortbendisd.com/p-tech).

#### The P-TECH model course of study gives students an opportunity to:

- Earn an associate degree while earning their high school diploma
- Earn a two-year postsecondary certificate or industry certification
- Complete work-based training
- Gain work experience through internships, apprenticeships, or other job training programs

## COURSE OFFERINGS

### CTE

#### Accounting and Financial Services

##### **CBU010 - PRINCIPLES OF BUSINESS, MARKETING AND FINANCE**

**1 credit / Full year course**

**Grades: 9, 10**

Students will explore fundamental business concepts, including economics, business ownership, and management, along with marketing strategies like the marketing mix and pricing, as well as basic personal finance and investment concepts. Students will also begin learning to use the Microsoft Office Suite as a tool for business.

##### **CBU030 - FOUNDATIONS OF BUSINESS COMMUNICATION AND TECHNOLOGIES**

**1 credit / Full year course**

**Grades: 10**

**Prerequisite: Principles of Business, Marketing and Finance**

Students will develop basic software skills to create authentic word processing documents, spreadsheets, databases, and professional presentations.

Skills necessary for employment and basic problem-solving are incorporated. \*This course aligns with an industry certification available to all students.

##### **CFI050 - ACCOUNTING I**

**1 credit / Full year course**

**Grades: 11**

**Prerequisites: Foundations of**

#### **Business Communication and Technologies and Principles of Business, Marketing and Finance**

Students will investigate accounting, including how it is impacted by industry standards and economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they record, classify, summarize, analyze, and communicate accounting information. Students will formulate and interpret financial information for use in management decision-making.

#### **CFI031 – AAC SECURITIES AND INVESTMENTS**

**1 credit / Full year course**

**Grades: 12**

**Prerequisites: Accounting I, Foundations of Communications and Technologies, Principles of Business, Marketing, and Finance**

Students will learn about the securities market, different types of investments like stocks, bonds, and mutual funds, and the concepts of risk and return. Students will investigate personal and business operations and transactions and explore licensing and certification programs.

#### **Animal Science**

#### **CAG010 - PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES**

**1 credit / Full year course**

**Grades: 9, 10**

Classroom instruction includes the study of technical skills related to plant, soil, and animal systems

as well as an understanding of food production and structural systems. Students also learn about agriculture organizations, leadership skills, and career development.

#### **CAG030 - SMALL ANIMAL MANAGEMENT (FALL)**

**0.5 credits / 1 Semester**

**Grades: 10**

**Prerequisite: Principles of Agriculture, Food & Natural Resources**

Students will study small mammal systems, animal health and welfare, and career opportunities in the industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

#### **CAG040 - EQUINE SCIENCE (SPRING)**

**0.5 credits / 1 Semester**

**Grades: 10**

**Prerequisite: Principles of Agriculture, Food & Natural Resources**

Students will gain an introduction to the scientific principles of equine animal systems and to the equine industry. Learned topics include the study of various species and breeds, equine body systems, nutrition, health, and management.

#### **CAG123 – AAC LIVESTOCK AND POULTRY PRODUCTION**

**1 credits / Full year course**

**Grades: 11**

**Prerequisite: Small Animal Management/ Equine Science, Principles of Agriculture, Food,**

#### **CFI050 - ACCOUNTING I**

**1 credit / Full year course**

**Grades: 11**

**Prerequisites: Foundations of**

## COURSE OFFERINGS

### **and Natural Resources**

Students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### **CAG063 – AAC ADVANCED ANIMAL SCIENCE**

**1 credit / Full year course**

**Grades: 12**

**Prerequisites: AAC Livestock and Poultry Production, Small Animal Management/ Equine Science**

Students explore the in-depth science and technology behind livestock production and animal care, focusing on topics like advanced nutrition, reproduction, health, and management practices.

\*This course aligns with an industry certification available to all students. \*This CTE course counts as a science credit.

### **CAG321 - AAC VETERINARY SCIENCE + LAB**

**2 Credits/ Full Year Course**

**Grades: 12**

**Prerequisites: AAC Livestock and Poultry Production, Small Animal Management/ Equine Science**

Students gain knowledge in this hands-on, lab-based class for students interested in animal care and veterinary medicine. The curriculum combines classroom instruction with laboratory activities to provide a comprehensive introduction to the field, covering topics like animal anatomy, disease prevention, pharmacology, and clinical procedures. \*This course

aligns with an industry certification available to all students. Students must be accepted to Reese to take this course as a program of study finisher.

### **CAG190 - FLORAL DESIGN**

**1 credit / Full year course**

**Grades: 9, 10, 11, 12**

Students will gain knowledge of floral design and associated skills, including design principles, plant identification and classification, enterprise management skills, and employability characteristics. Students might be required to purchase some materials in some instances. A \$50 annual fee will be required. \* This CTE course counts as a Fine Arts credit and an elective taken without other course prerequisites.

### **ARCHITECTURAL DRAFTING AND DESIGN**

#### **CAC010 - PRINCIPLES OF ARCHITECTURE**

**1 credit / Full year course /**

**Grades: 9, 10**

Students will receive an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, technology applications, environment, ethical and legal responsibility, employability skills, and career development. Problem solving, critical thinking, and reading technical drawings are emphasized throughout the course.

### **CAC070 - ARCHITECTURAL DESIGN I**

**1 credit / Full year course**

**Grades: 10, 11**

**Prerequisite: Principles of Architecture**

Students will draft blueprints and architectural drawings, and renderings to create residential and nonresidential scaled models.

### **CAC062 - COMPUTER- AIDED DRAFTING FOR ARCHITECTURE**

**1 credit / Full year course**

**Grades: 11**

**Prerequisite: Architecture Design I and Principles of Architecture**

Students learn the specific architectural computer-aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

### **CAC081 - AAC ARCHITECTURAL DESIGN II**

**2 credits / Full year course**

**Grades: 12**

**Prerequisites: Computer-Aided Drafting for Architecture, Architecture Design I, and Principles of Architecture**

Students will gain advanced knowledge and skills needed in architecture, construction science, drafting, interior design, or landscape architecture. Students will investigate design history, techniques, and tools related to the production of drawings and renderings and scaled models for residential and nonresidential architectural purposes. \*This course aligns with an industry certification available to all students.

## COURSE OFFERINGS

### DIGITAL COMMUNICATIONS

#### **CAT090 - AUDIO/VIDEO PRODUCTION I + LAB**

**2 credits / Full-Year course**

**Grades: 10**

Students learn in a hands-on format the foundational technical and creative skills for broadcasting, film, and media. \*Must be a James Reese Technical Center student.

\*This course aligns with an industry certification available to all students.

#### **CAT110 – AUDIO/VIDEO PRODUCTION II + LAB**

**2 credits / Full-Year course /**

**Grades: 11**

**Prerequisite: Audio/Video Production I + Lab**

Students will be expected to develop an advanced understanding of the audio and video production industry. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem-solving, and collaborative skills. \*This course aligns with an industry certification available to all students. \*Must be a James Reese Technical Center student.

#### **CAT111 - PRACTICUM IN AUDIO/VIDEO PRODUCTION**

**2 credits / Full year course**

**Grades: 12**

**Prerequisites: Audio/Video Production I & II + Lab**

Students will be expected to develop an increasing

understanding of the industry with a focus on applying preproduction, production, and postproduction audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

#### **CAT380 - PROFESSIONAL COMMUNICATIONS**

**0.5 credits / 1 Semester**

**Grades: 9, 10, 11, 12**

Students will use software applications, manipulate graphics within documents and presentations, and conduct internet research to improve their interpersonal skills in a professional setting. \*This CTE course fulfills the local graduation speech requirement.

#### **CAT385 - PROFESSIONAL COMMUNICATIONS DC**

**0.5 credits / 1 Semester**

**Grades: 10,11,12**

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as the ability to effectively evaluate oral presentations. Designed to develop proficiency in public speaking situations, with emphasis on content, organization, and delivery of speeches for various occasions.

### AUTOMOTIVE AND COLLISION REPAIR

#### **CTS022 - AUTOMOTIVE BASICS**

**1 credit / Full Year course**

**Grades: 10**

**Corequisite: Introduction to Small Engine Technology**

Students learn applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

\* Must be a James Reese Technical Center student.

#### **CTS011 - INTRODUCTION TO SMALL ENGINE TECHNOLOGY**

**1 credit / Full year course**

**Grades: 10**

**Corequisite: Automotive Basics**

Students learn to diagnose, maintain, and repair two-stroke and four-stroke engines found in outdoor power equipment like lawnmowers, chainsaws, and motorcycles. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities. \* Must be a James Reese Technical Center student.

## COURSE OFFERINGS

### **CTD091 – AAC AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR**

**2 credits / Full year course**

**Grades: 11**

**Prerequisites: Introduction to Small Engine Technology and Automotive Basics**

Students study the principles of vehicle maintenance. Topics include automotive history, safety practices, shop equipment and tools, vehicle subsystems, professional responsibilities, and basic maintenance. Students learn to diagnose and actively participate in the repair of automotive brake systems. \*This course aligns with an industry certification available to all students. Must be a James Reese Technical Center student.

### **CTD101 – AAC AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE**

**2 credits / Full year course**

**Grades: 12**

**Prerequisites: AAC Automotive Technology I, Introduction to Small Engine Technology and Automotive Basics**

Students will engage in hands-on diagnosis and repair of automotive suspension and steering systems, including electronically controlled systems. Learned techniques include component repair, alignment procedures, and tire and wheel service. \*This course aligns with an industry certification available to all students. \*Must be a James Reese Technical Center student.

### **CTD210 – AP PRACTICUM IN TRANSPORTATION**

**2 credits / Full year course**

**Grade: 12**

**Prerequisites: AAC Automotive Technology II, AAC Automotive Technology I, Introduction to Small Engine Technology and Automotive Basics**

Students' application of previously studied knowledge and skills in an unpaid arrangement appropriate to the nature and level of experience. Students will demonstrate proper job search procedures, interview techniques, professional dress and appearance, interpersonal skills, and technical skills in their practicum placement locations. Students who wish to take this course must have their own transportation in order to be able to travel to their practicum site.

### **BIOMEDICAL SCIENCE ACADEMY**

#### **CHS200 - PRINCIPLES OF BIOMEDICAL SCIENCE (PTLW)**

**1 credit / Full year course**

**Grades: 9**

Students investigate concepts of biology and medicine as they explore health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged

the woman's life and demonstrate how the development of disease is related to changes in human body systems. \*Must be a Medical Science Academy student at HHS

### **CHS020 - MEDICAL TERMINOLOGY**

**1 credit / Full year course**

**Grades: 10**

**Prerequisite: Principles of Biomedical Science**

Students learn a foundational understanding of the language of healthcare by teaching them to analyze and construct medical words using Latin- and Greek-based prefixes, suffixes, and roots. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology.

### **CHS7R - AAC ANATOMY AND PHYSIOLOGY (REESE)**

**1 credit / Full year course**

**Grades: 11**

**Prerequisite: Medical Terminology and Principles of Biomedical Science**

**Corequisite: Medical Intervention**

Students gain knowledge and understanding of the human body with respect to its structure and function. This lab-oriented class teaches proper dissection techniques and various physiological phenomena and is recommended for students interested in medical-related careers. This course counts as a science credit.

\* Must be a James Reese Technical Center student at Reese.

## COURSE OFFERINGS

### **CHS230 - MEDICAL INTERVENTION (REESE)**

**1 credit / Full year course**

**Grades: 11**

**Prerequisites: Medical Terminology, and Principles of Biomedical Sciences**

**Corequisite: AAC Anatomy and Physiology**

Students will be focused on investigating disease prevention, diagnosis, and treatment through real-world scenarios, often centered around fictitious families. The purpose is a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. \*Must be a Medical Science Academy student at Reese.

### **CHS221 - AAC BIOMEDICAL INNOVATION (PTLW) (REESE)**

**1 credit / Full year course**

**Grades: 12**

**Prerequisites: AAC Health Science Theory, Medical Intervention, AAC Anatomy and Physiology, Medical Terminology, and Principles of Biomedical Science**

**Corequisite: Medical Assistant**

Students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work.

\*Must be a Medical Science Academy student at Reese.

### **CHS122 - MEDICAL ASSISTANT**

**1 credit/ Full year course**

**Grade 12**

**Prerequisites: AAC Anatomy and Physiology, Medical Intervention, Medical Terminology and Principles of Biomedical Science**

**Corequisite: AAC Biomedical Innovation**

Students receive knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities.

\*Must be a Medical Science Academy student at Reese.

### **BIOMEDICAL SCIENCE (James Reese Center)**

#### **CHS010 - PRINCIPLES OF HEALTH SCIENCE**

**1 credit / Full year course**

**Grades: 9, 10**

Students will gain an overview of the healthcare industry, including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field. \*This CTE course counts as a health credit for the class of 2022 and beyond.

### **CHS020 - MEDICAL TERMINOLOGY**

**1 credit / Full year course**

**Grades: 10**

**Prerequisite: Principles of Health Science**

Students learn terminology and abbreviations specific to the healthcare field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word-building system is used to define and identify root words, prefixes, and suffixes.

### **CHS230 - MEDICAL INTERVENTION (REESE)**

**1 credit / Full year course**

**Grades: 11**

**Prerequisites: Medical Terminology and Principles of Health Science**

**Corequisite: AAC Anatomy and Physiology**

Students will be exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course, as well as

\*Must be a Medical Science Academy student at Reese.

## COURSE OFFERINGS

the important role that scientific thinking and engineering design play in the development of interventions of the future. \* Must be a James Reese Technical Center student

### **CHS7R - AAC ANATOMY AND PHYSIOLOGY (REESE)**

**1 credit / Full year course /  
Grades: 11**

**Prerequisites: Medical Terminology and Principles of Health Science**

**Corequisite: Medical Intervention**

Students gain knowledge and understanding of the human body with respect to its structure and function. This lab-oriented class teaches proper dissection techniques and various physiological phenomena and is recommended for students interested in medical-related careers. This course counts as a science credit.

\* Must be a James Reese Technical Center student.

### **CHS22R - AAC BIOMEDICAL INNOVATION (REESE)**

**1 credit/ Full year course /  
Grade 12**

**Prerequisites: AAC Anatomy and Physiology, AAC Medical Intervention, Medical Terminology and Principles of Health Science**

**Corequisite: Medical Assistant**

Students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work

systematically through required problems before completing optional directed problems or independent work. \* Must be a James Reese Technical Center student.

### **CHS122 - MEDICAL ASSISTANT (REESE)**

**1 credit/ Full year course /  
Grade 12**

**Prerequisites: AAC Anatomy and Physiology, AAC Medical Intervention, Medical Terminology and Principles of Health Science**

**Corequisite: AAC Biomedical Innovation**

Through classroom instruction and hands-on laboratory experiences, students will learn the fundamental knowledge and practical competencies necessary for direct patient care and medical office management. A key component of the course is an externship, providing students with valuable real-world experience in a clinical setting. \* Must be a James Reese Technical Center student.

### **CYBERSECURITY**

#### **CIT14R - Foundations of Cybersecurity**

**1 credit / Full year course /  
Grades: 11**

**Prerequisites: Computer Science I AAC and AP Computer Science A or AP Computer Science A and Computer Science III**

Students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and cybersecurity operations.

Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

### **COSMETOLOGY AND PERSONAL CARE SERVICES**

#### **CHU110 - Principles of Cosmetology Design and Color Theory**

**1 credit / Full year course /  
Grades: 10**

**Corequisite: Introduction to Cosmetology**

Students will learn foundational design principles like form, line, and texture. They will also gain knowledge of science and practical application of color theory for hair. This course will cover client consultations, chemistry of color products, and color concepts. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care, and meets the TDLR requirements for licensure upon passing the state examination. \* Must be a James Reese Technical Center student.

## COURSE OFFERINGS

### **CHU120 - INTRODUCTION TO COSMETOLOGY**

**1 credit / Full year course /**

**Grades: 10**

**Corequisite: Principles of Cosmetology Design and Color Theory**

**Theory**

Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology. Analysis of career opportunities, license requirements, knowledge and skills expectations, and workplace skills development are included. The student demonstrates professional standards/employability skills required by business and industry. The student applies academic skills to the field of cosmetology.

The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). \* Must be a James Reese Technical Center student.

### **CHU131 - AAC COSMETOLOGY I**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisites: Principles of Cosmetology Design and Color Theory and Introduction to Cosmetology**

Students are introduced to the field of cosmetology along with the critical aspects of personal safety, sanitation, and professionalism. Students gain practical experience through lab sessions on mannequins, covering basic skills like shampooing, conditioning, hair styling techniques, and manicures/pedicures. Instruction

includes sterilization and sanitation procedures, hair care, nail care, and skin care, and meets the TDLR requirements for licensure upon passing the state examination. Students must accrue 350 to 400 hours each year to be on track to accumulate the 1000 hours required by the end of Cosmetology II. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours. \* Must be a James Reese Technical Center student.

### **CHU141 - AAC COSMETOLOGY II**

**2 credits / Full year course /**

**Grades: 12**

**Prerequisites: AAC Cosmetology I, Principles of Cosmetology Design and Color Theory and Introduction to Cosmetology**

Students will continue training, focusing on hair cutting, chemical services, and skin and nail care, along with enhancements. Students are still working towards acquiring certification clock hours and must complete 1,000 clock hours by the end of this course to be eligible for licensure. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours. The development of advanced skills is earned through instruction in sterilization and sanitation processes as well as progressive hair, nail, and skin care practices, which meet the TDLR requirements for licensure upon

passing the state examination at the end of this course. \*This course aligns with an industry certification available to all students. \*Must be a James Reese Technical Center student.

## **CULINARY ARTS**

### **CHT030 - CULINARY ARTS**

**2 credits / Full year course /**

**Grades: 10**

Students begin with the fundamentals and principles of the art of cooking and the science of baking, which includes management and production skills and techniques. This course is offered as a laboratory-based course. \*This course requires the Food Handler certification to be passed to remain in the program. \*Must be a James Reese Technical Center student.

### **CHT041 - AAC ADVANCED CULINARY ARTS**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisite: Culinary Arts**

Students learn the principles of planning, organizing, staffing, directing, and managing a variety of food service operations. Students gain insight into the marketing and management operations of restaurants and other food and beverage industries. \* Must be a James Reese Technical Center student.

## COURSE OFFERINGS

### **CHT051 – PRACTICUM IN CULINARY ARTS 1ST TIME TAKEN**

**2 credits / Full year course /**

**Grades: 12**

**Prerequisite: AAC Culinary Arts and Culinary Arts**

Students learn relevant and supervised on-the-job training in quality food preparation and presentation skills. Through school and work-based lab instruction, students apply advanced culinary techniques relevant to all aspects of a food service operation. \*This course aligns with an industry certification available to all students. \*Must be a James Reese Technical Center student.

### **EDUCATION AND TRAINING**

#### **CET010 - PRINCIPLES OF EDUCATION AND TRAINING**

**1 credit / Full year course /**

**Grades: 10**

Students will explore careers in education by learning the foundations of teaching, including classroom management, lesson planning, and building positive student relationships. They will gain insight into the roles and responsibilities of educators while developing skills to support their pathway toward becoming a teacher. \*Must be a James Reese Technical Center student.

#### **CET022 - CHILD DEVELOPMENT**

**1 credit / Full year course /**

**Grades: 10**

**Prerequisites: Principles of**

### **Education and Training**

Students explore children's physical, cognitive, social, and emotional growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. \* Must be a James Reese Technical Center student.

### **CET031 - AAC INSTRUCTIONAL PRACTICES**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisites: Child Development and Principles of Education and Training**

Students are provided with background knowledge of child and adolescent development, as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of a teacher with knowledge of early childhood, middle childhood, and adolescent education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, paraprofessionals, or other educational personnel.

\* Must be a James Reese Technical Center student.

### **CET041 - PRACTICUM IN EDUCATION AND TRAINING**

**2 credits / Full year course /**

**Grades: 12**

**Prerequisites: AAC Instruction Practices, Child Development and Principles of Education and Training**

Students in this course are focused on a field-based internship that provides practical teacher experience under the guidance of experienced educators, focusing on classroom management, lesson planning, and instruction in an educational setting. Successful completion of ALL courses in the Teaching and Training Pathway and approved post-secondary coursework MAY lead to an FBISD letter of intent (LOI) for future employment. \*This course aligns with an industry certification available to all students. \* Must be a James Reese Technical Center student.

### **ENGINEERING FOUNDATIONS**

**(Non-Academy Pathway)**

**\*To be a completer in this program of study, a student must take Algebra II, Chemistry, and Physics**

#### **CST010 - PRINCIPLES OF APPLIED ENGINEERING**

**1 credit / Full year course /**

**Grades: 9, 10**

Students will learn to draft and model engineering solutions through a study of emerging engineering technologies. By utilizing engineering communication skills, students will

**Prerequisites: Principles of**

## COURSE OFFERINGS

present conclusions, findings, and designs using a variety of media. Students will work on collaborative design teams to develop, test, and communicate solutions to address various real-world problems.

### **CST050 - ENGINEERING DESIGN AND PRESENTATION I**

**1 credit / Full year course /  
Grades: 10**

#### **Prerequisite: Principles of Applied Engineering**

Students learn using hands-on experiences, technical communication, and computer-aided design (CAD) software. Students learn a structured process for problem solving, including research, brainstorming, design, and testing. \*This course aligns with an industry certification available to all students.

### **CST150 - ENGINEERING SCIENCE**

**1 credit / Full year course /  
Grades: 11**

#### **Prerequisites: Engineering Design & Presentation and Principles of Applied Engineering**

Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

\*This CTE course counts as a science credit.

### **CST140 – ENGINEERING DESIGN AND PROBLEM SOLVING**

**1 credit / Full year course /  
Grades: 12**

#### **Prerequisites: Engineering Science, Engineering Design & Presentation I, and Principles of Applied Engineering**

Students apply critical thinking skills to justify a solution from multiple design options. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems in a project-based learning environment. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

\*This CTE course counts as a science credit.

## **ENGINEERING ACADEMY**

### **CST191- ENGINEERING DESIGN PROCESS**

**1 credit / Full year course /  
Grades: 9,10**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Working both individually and in teams, students will design solutions to a variety of problems using 3D modeling software and the use of an engineering notebook

to document their work. \*This course aligns with an industry certification available to all students. \*Must be an Engineering Academy student at EHS.

### **CST200 - ENGINEERING SCIENCE**

**1 credit / Full year course /  
Grades: 10, 11, 12**

#### **Prerequisite: Engineering Design Process**

Students in the Engineering Academy, through problems that engage and challenge, explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

\*Must be an Engineering Academy student at EHS. \*This CTE course counts as a science credit.

### **CST201- AEROSPACE DESIGN I**

**1 credit / Full year course /  
Grades: 11**

#### **Prerequisites: Engineering Science and Engineering Design Process**

Students are learning the fundamentals of atmospheric and space flight. Explore the physics of flight and bring concepts to life by designing airfoils, propulsion systems, and rockets. Students will utilize industry-standard software while learning basic orbital mechanics and exploring robot systems through class-created projects. \*Must be an Engineering Academy student at EHS.

\*This CTE course counts as a science credit.

## COURSE OFFERINGS

### **CST221- ARCHITECTURAL ENGINEERING**

**1 credit / Full year course /**

**Grades: 11**

**Prerequisites: Engineering Science and Engineering Design Process**

Students use state-of-the-art software to solve real-world problems and communicate solutions to hands-on projects and activities. Learners in this class are introduced to project planning, building design, site planning, project documentation, and presentation. This course aligns with an industry certification available to all students. \*Must be an Engineering Academy student at EHS.

### **CST271 - ENGINEERING DESIGN AND PRESENTATION I**

**1 credit /Full year course /**

**Grades: 12**

**Prerequisites: Architectural Engineering or Aerospace Design I, Engineering Science, and Engineering Design Process**

Students identify an issue to research, design, and test a solution to present to a panel of engineers. Students apply the professional skills they have developed by taking their project from design to completion, proving themselves ready to take on any post-secondary program or career.

\*Must be an Engineering Academy student at EHS.

### **GRAPHIC DESIGN AND INTERACTIVE MEDIA ACADEMY**

#### **CAT010 - PRINCIPLES OF ARTS, AV TECHNOLOGY AND COMMUNICATION**

**1 credit / Full year course /**

**Grades: 9**

Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students with an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving and decision making; digital citizenship; and technology

#### **CAT01R- PRINCIPLES OF ARTS, A/V TECHNOLOGY AND COMMUNICATION (REESE)**

**1 credit /Full year course /**

**Grades: 9**

Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the

process and product approach is to provide students with an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving and decision making; digital citizenship; and technology

#### **CAT140 - GRAPHIC DESIGN AND ILLUSTRATION I**

**1 credit / Full year course /**

**Grades: 10**

**Prerequisites: Principles of Arts, A/V Tech & Comm**

Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

\*Must be a Digital Media Academy student at HHS.

#### **CAT171 – AAC GRAPHIC DESIGN AND ILLUSTRATION II + LAB**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisites: Graphic Design & Illustration I and Principles of Arts, A/V Tech & Comm**

Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are

\*Must be an Engineering Academy student at EHS.

## COURSE OFFERINGS

encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

\*Must be enrolled in the Digital Media Academy student at HHS.

### CAT181 – PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION + LAB

**2 credits / Full year course / Grades: 12**

**Prerequisites: Graphic Design & Illustration II, Graphic Design & Illustration I and Principles of Arts, A/V Tech & Comm**

Students will focus on developing digital art and design projects to culminate in a portfolio or demonstration of learning.

\*Students will attend the course at Reese Technical Center

## HEALTH SCIENCE

### CHS010 - PRINCIPLES OF HEALTH SCIENCE

**1 credit / Full year course / Grades: 9, 10**

Students will gain an overview of the healthcare industry, including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field. \*This CTE course counts as a health credit for the class of 2022 and beyond.

### CHS020 - MEDICAL TERMINOLOGY

**1 credit / Full year course / Grades: 10**

**Prerequisite: Principles of Health Science**

Students learn a foundational understanding of the language of healthcare by teaching them to analyze and construct medical words using Latin- and Greek-based prefixes, suffixes, and roots. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology.

### CHS071 – AAC ANATOMY AND PHYSIOLOGY

**1 credit/ Full year course/ Grade: 11,12**

**Prerequisite: Medical Terminology and Principles of Health Science**

Students gain knowledge and understanding of the human body with respect to its structure and function. This lab-oriented class teaches proper dissection techniques and various physiological phenomena and is recommended for students interested in medical-related careers. \*This CTE course counts as a science credit.

### CHS131 – AAC HEALTH SCIENCE THEORY

**1 credit / Full year course / Grades: 12**

**Prerequisites: AAC Anatomy & Physiology, Medical Terminology, and Principles of Health Science**

Students will employ hands-on learning experiences to reinforce

the skills commonly used in today's healthcare industry. This course aligns to an industry certification available to all students.

\*Students must be in their senior year to sit for the certification exam per industry certification guidelines.

## HEALTH AND WELLNESS

### CHU010 - PRINCIPLES OF HUMAN SERVICES

**1 credit / Full year course / Grades: 8, 9, 10**

Students will investigate different careers that involve helping and serving people. This course provides hands-on experience in the career fields of counseling and mental health, early childhood development, family and community services, fashion and interior design, and entrepreneurial pathways. Students will also develop strong career traits in management, budgetary practices, and nutrition.

### CHU040 – LIFETIME NUTRITION AND WELLNESS (FALL)

**0.5 credits / 1 semester/ Grades: 10, 11**

**Prerequisites: Principles of Human Services**

Students will analyze current lifestyle habits that increase health risks, important food-buying strategies, and investigate careers in nutrition. This technical laboratory course concentrates on nutrition, food choices, and food

## COURSE OFFERINGS

management skills for individuals and the family throughout the life cycle. Students will engage in a hands-on experience that will not only teach the fundamentals of food preparation but also the fundamentals of good nutrition. \*It is paired with Interpersonal Studies.

### **CHU030 - INTERPERSONAL STUDIES (SPRING)**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

**Prerequisites: Principles of Human Services**

Students will learn essential principles of personal development, decision-making, family life cycle, and stress management through hands-on projects. Students will investigate the roles and the influences of families, peers, and technology on relationships. They will explore adulthood, including marriage and family roles, friendship development, and influences of peers, values, and cultural awareness. Course content includes career preparation and planning, consumer roles, decision-making, rights and responsibilities, and personal hygiene. \*It is paired with Lifetime Nutrition and Wellness.

### **CET020 - HUMAN GROWTH AND DEVELOPMENT**

**1 credit/ Full year course /**

**Grades: 11**

**Prerequisites: Lifetime Nutrition and Wellness/ Interpersonal Studies and Principles of Human Services**

Students in this course examine

human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones through hands-on activities and discussion.

### **CHU050 - AAC COUNSELING AND MENTAL HEALTH**

**1 credit / Full year course /**

**Grades: 12**

**Prerequisites: Human Growth and Development, Lifetime Nutrition and Wellness/ Interpersonal Studies, and Principles of Human Services**

Students explore the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students learn how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

### **HVAC AND SHEET METAL**

### **CAC020 - PRINCIPLES OF CONSTRUCTION**

**1 credit / Full year course /**

**Grades: 11**

**Corequisite: Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Tech I**

Students will gain an introduction and a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

### **CAC240 - HEATING, VENTILATION AND AIR CONDITIONING (HVAC) AND REFRIGERATION TECH I**

**1 credit / Full year course /**

**Grades: 11**

**Corequisite: Principles of Construction**

Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment. \*This course aligns with an industry certification available to all students.

### **CAC251 - AAC HEATING, VENTILATION AND AIR CONDITIONING (HVAC) AND REFRIGERATION TECH II**

**2 credits / Full year course /**

**Grades: 12**

**Prerequisites: Principles of Construction and Heating, Ventilation, and Air Conditioning and Refrigeration Tech I**

Students will acquire knowledge and skills in safety, electrical theory, tool usage, codes, commercial HVAC equipment installation, heat pump operation, troubleshooting techniques, various duct systems, and maintenance practices. \*This course aligns with an industry certification available to all students.

## COURSE OFFERINGS

### JROTC

#### RO111 - JROTC I – PE

##### **SUBSTITUTION**

**1 credits / Full year course /**

**Grades: 9**

The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. JROTC I (RO111) counts as a Physical Education substitution.

#### RO121 - JROTC II

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: JROTC I**

The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership.

Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. Does not count for PE credit.

#### RO132 - JROTC III

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: JROTC II**

The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. Does not count for PE credit.

#### RO142 - JROTC IV

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: JROTC III**

The JROTC programs emphasize character education, student achievement, wellness, leadership,

and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. Does not count for PE credit.

### LAW ENFORCEMENT

#### CLP010 - PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

**1 credit / Full year course /**

**Grades: 9, 10**

Students learn about professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, private security, and protective agencies.

#### CLP020 - LAW ENFORCEMENT I

**1 credit / Full year course /**

**Grades: 10**

**Prerequisite: Principles of Law, Public Safety, Corrections, and Securities**

Students receive 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

## COURSE OFFERINGS

law, law enforcement terminology, and the classification and elements of crime.

### **CLP031 - AAC LAW ENFORCEMENT II**

**1 credit / Full year course / Grades: 11**

**Prerequisites: Law Enforcement I and Principles of Law, Public Safety, Corrections, and Securities**

Students gain an in-depth look at ethics and legal responsibilities, patrol procedures, emergency response, and investigative techniques for a career in law enforcement. the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

### **CLP042 - AAC FORENSIC SCIENCE**

**1 credit / Full year course / Grades: 11, 12**

**Prerequisites: AAC Law Enforcement II, Law Enforcement I, and Principles of Law, Public Safety, Corrections, and Securities**

Students are introduced to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will

collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. \*This CTE course counts as a science credit.

## MARKETING

### **CBU010 - PRINCIPLES OF BUSINESS, MARKETING AND FINANCE**

**1 credit / Full year course / Grades: 9, 10**

Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management.

### **CMA011 - MARKETING**

**1 credit / Full year course / Grade: 10**

**Prerequisites: Principles of Business, Marketing and Finance**  
**Corequisite: Sports & Entertainment Marketing, Social Media Marketing**

Students will demonstrate knowledge in hands-on projects, which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service \*Must be in the International Business and Marketing Academy at KHS.

### **CMA040 - SPORTS AND ENTERTAINMENT MARKETING**

**0.5 credits / 1 Semester /**

**Grades: 10**

**Prerequisites: Principles of Business, Marketing, and Finance**  
**Corequisites: Marketing**

Students gain a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies. \*Must be an International Business and Marketing Academy student at KHS.

### **CMA050 - SOCIAL MEDIA MARKETING**

**0.5 credits / 1 Semester /**

**Grades: 10**

**Prerequisites: Principles of Business, Marketing, and Finance**

Students take a look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

## COURSE OFFERINGS

\*Must be an International Business and Marketing Academy student at KHS.

### **CMA160 – AAC ADVANCED MARKETING**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisites: Social Media and Sports and Entertainment Marketing, Marketing and Principles of Business, Marketing and Finance**

Students will learn marketing principles, strategic planning, and management, building upon fundamental marketing concepts. Students will practice marketing functions such as promotion, product management, and pricing. This course covers technology, communication, and customer-service skills. \*Must be an International Business and Marketing Academy student at KHS.

### **NETWORKING SYSTEMS**

#### **CIT012 - INTERNETWORKING TECHNOLOGIES I**

**1 credit / Full year course /**

**Grades: 11**

**Corequisite: Computer Maintenance + Lab**

Students are introduced to network fundamentals, including wired and wireless network configurations, routing, switching, and security for small-to-medium business networks. Students obtain the necessary skills to compete in the global economy. Students learn hands-on technical skills to help

them prepare for IT careers as well as postsecondary IT-related degrees. This course provides students with practical skills in networking. \*Must be a James Reese Technical Center student.

### **CIT030 - COMPUTER MAINTENANCE + LAB**

**2 credits / Full year course /**

**Grades: 11**

**Corequisite: Internetworking Technologies I**

Students will learn to install, configure, upgrade, and perform computer maintenance for security using appropriate tools. Students acquire practical knowledge of system setup, diagnostic procedures and troubleshooting techniques. This course aligns to an industry certification available to all students.

\*Must be a James Reese Technical Center student.

### **CIT051 - AAC NETWORKING/ NETWORKING LAB**

**2 credits / Full year course /**

**Grades: 11**

**Prerequisites: Computer Maintenance + Lab and Internetworking Technologies I**

Students develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. \*This course aligns with an industry certification available

to all students. \* Must be a James Reese Technical Center student.

### **PROGRAMMING AND SOFTWARE DEVELOPMENT**

#### **CST300 - AP COMPUTER SCIENCE PRINCIPLES**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students gain knowledge in this college-level, introductory course that provides a broad overview of computer science, focusing on computational thinking, the impact of technology, and the creative aspects of programming. This course prepares the students. This course may be used to satisfy one LOTE credit requirement for graduation. \*This course fulfills the Engineering Academy computer science course requirement. \*This course can be a prerequisite option for AP Computer Science A.

#### **CST290 - COMPUTER SCIENCE IAAC**

**1 credit / Full year course /**

**Grades: 9, 10**

Students are introduced to programming concepts and computational thinking. This course often uses languages such as Java, Python, or JavaScript. The course develops problem-solving skills through hands-on project-based learning. This course may be used to satisfy one LOTE credit requirement for graduation. This can be a prerequisite for AP Computer Science A. \*This course aligns with an industry certification

## COURSE OFFERINGS

available to all students. \*This course fulfills the Engineering Academy computer science course requirement.

### **CST310 - AP COMPUTER SCIENCE A-MATH**

**1 credit / Full year course /**

**Grades: 9, 10**

**Prerequisites: Fundamentals of Computer Science or Computer Science I AAC or AP Computer Science Principles**

Students gain knowledge in this college-level introductory course focused on object-oriented programming and fundamental computer science concepts, primarily using the Java programming language. The course focuses on programming methodology, data types, object-oriented programming, and algorithms in preparation for the Computer Science AP exam.

\*This course satisfies one credit of an Advanced Math requirement for graduation.

### **CST320 - AP COMPUTER SCIENCE A-LOTE**

**1 credits / Full year course /**

**Grades: 9, 10**

**Prerequisites: Fundamentals of Computer Science or Computer Science I AAC or AP Computer Science Principles**

Students who are interested in a career in math or science fields, such as software design, engineering, game design, or computer science. The course focuses on programming methodology, data types, object-

oriented programming, and algorithms in preparation for the Computer Science AP exam. \*This course satisfies one credit of the LOTE requirements for graduation.

### **CST350 - COMPUTER SCIENCE III**

**1 credit / Full year course /**

**Grades: 10, 11**

**Prerequisites: AP Computer Science A**

Students take an In-depth look at advanced topics in computing, such as dynamic data structures, algorithm efficiency, digital logic, and advanced recursion. This course is a continuation for those students who are interested in a career in the math or science fields, such as software design, engineering, game design, research, or computer science.

\*This course may be used to satisfy a LOTE requirement for graduation.

### **CST360 - COMP SCIENCE -INDEPENDENT STUDY H**

**1 credit / Full year course /**

**Grades: 12**

**Prerequisites: Computer Science III and AP Computer Science A**

Students in this course learn practical programming skills, algorithms, and computational thinking, often through a specific language like Java and Python, along with broader concepts like data structures, software development, ethical implications of computing, and potential career paths. Projects may focus on advanced data structures, mobile

applications, robotics, graphics, and/or game theory. Students will focus on creating products used in real-world applications.

## **WELDING**

### **CMN020 - INTRODUCTION TO WELDING**

**1 credit / Full year course /**

**Grades: 11**

**Corequisite: Welding I**

Students learn fundamental concepts and practical skills of welding, focusing on safety, basic welding processes (like Stick, MIG, and sometimes TIG), equipment operation, and metal preparation.

\*Must be a James Reese Technical Center student.

### **CMN030 - WELDING I**

**2 credits / Full year course /**

**Grades: 11**

**Corequisite: Introduction to Welding**

Students will learn fundamental welding and cutting processes, with a strong emphasis on safety practices and the use of personal protection equipment (PPE).

Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations, and the development of workplace skills, prepare students for future success. \*This course aligns with an industry certification available to all students.

## COURSE OFFERINGS

### **CMN040 – WELDING II**

**2 credits / Full year course /**

**Grades: 12**

#### **Prerequisites: Welding I and Introduction to Welding**

Students learn advanced instruction in different welding processes like MIG, TIG, and Stick welding (SMAW), focusing on mastering various positions and metals such as carbon steel, aluminum, and stainless steel. \*This course aligns with an industry certification available to all students.

## **ELECTIVES**

### **CHS110 - PHARMACOLOGY**

**1 credits / Full year course /**

**Grades: 11, 12**

The Pharmacology course is designed to study how natural and synthetic chemical agents, such as drugs, affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers. \* Must be a Medical Science Academy student.

### **CMA030 – ENTREPRENEURSHIP I**

**1 credits / Full year course /**

**Grades: 12**

Students will learn the difference between civil and criminal law as they incorporate a broad base of knowledge that will assist them in making appropriate business decisions throughout their life. Topics include torts, contract

law, personal and family law, negligence, insurance, real estate property, and concepts regarding agencies and employment. \*Must be an International Business and Marketing Academy student

### **CHS090 - PATHOPHYSIOLOGY**

**1 credit / Full year course /**

**Grades: 11, 12**

Students study disease processes and how humans are affected. Emphasis is placed on the prevention and treatment of disease. Students will differentiate between normal and abnormal physiology in laboratory and field investigations. This course is recommended for students interested in medically related careers. \*This CTE course counts as a science credit. Must be a Medical Science Academy student.

### **PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL**

#### **CBUP1 - P-TECH MDCA**

#### **1321 ADMINISTRATIVE PROCEDURES DC**

**1 credit / 1 Semester /**

**Grades: 10, 11, 12**

Medical office procedures including appointment scheduling, medical records creation and maintenance, interpersonal communications, bookkeeping tasks, coding, billing, collecting, third party reimbursement, Credit arrangements, and computer use in the medical office. \*Must be enrolled in P-TECH HHS, be TSI

ready, and have successfully taken COSC 1437

### **CST6P - P-TECH ADVANCED**

#### **WEB PROGRAMMING**

**1.0 credits / Full year course /**

**Grades: 12**

Web programming using industry-standard languages and data stores. Must be enrolled in the P-TECH WHS program \*Must be enrolled in P-TECH WHS, be TSI ready, and have successfully taken COSC 1437

### **CHO7P - ECHS/P-TECH ANATOMY AND PHYSIOLOGY I DC**

**1.0 credits / Full year course /**

**Grades: 10, 11, 12**

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body, including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

\*Must be enrolled in ECHS at MHS or P-TECH at HHS, TSI ready and have successfully passed Engl 1301 and either completed or concurrently enrolled in Engl 1302

### **CHS01Q - P-TECH BASIC HEALTH PROFESSIONS SKILLS DC**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

A study of concepts that serve as the foundation for health

## COURSE OFFERINGS

profession courses, including client care and safety issues, basic client monitoring, and health documentation. Includes: emergency preparedness and response to basic medical emergencies. \*Must be enrolled in the P-TECH HHS program

**CST1P - HCC BIOLOGY**  
**1306/1106 (ECHS/P-TECH)**  
**0.5 credits / 1 Semester /**  
**Grades: 10, 11, 12**

Emphasis on normal human anatomy and physiology of cells, tissues, organs, and systems with an overview of common pathophysiology. \*Must be enrolled in P-TECH or ECHS program, and be TSI ready in Math and English

**CBU03P - BUSINESS**  
**INFORMATION MANAGEMENT**  
**I DC**

**1 credit / 1 Semester /**

**Grades: 10, 11, 12**

This course introduces students to key computer concepts including terminology, hardware, software, operating systems, and information systems used in business. Students will learn how to use business software applications such as word processing, spreadsheets, databases, and presentation tools. The course also explores how the Internet is used in business settings to support communication and productivity. Student must be enrolled in the Pathways in Technology program at WHS, and must be TSI ready in Math and English

**CHS1P - HCC INTRO TO HEALTH PROFESSION**

**1.0 credits / Full year course /**

**Grades: 10,11,12**

An overview of the roles of various members of the health care system, educational requirements, and issues affecting the delivery of health care. Must be enrolled in the P-TECH HHS program and must be TSI ready in Math and English

**CHS21P - MEDICAL ASSISTANT**

**1 credits / 1 Semester /**

**Grades: 11, 12**

Students receive knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities.

\*Must be enrolled in the P-TECH HHS program, and must be TSI ready in Math and English

**CHS5P - MEDICAL ASSISTANT CREDENTIALING EXAM REVIEW (DC)**

**2 credits / Full year course /**

**Grades: 11, 12**

This course prepares students to sit for a credentialing exam recognized by the National Commission for Certifying Agencies (NCCA), offering foundational knowledge and practical skills aligned with industry standards. Students engage in targeted instruction, practice assessments, and career-focused learning tailored to their chosen certification area.

Successful completion supports students in earning nationally recognized credentials that enhance postsecondary and workforce readiness. \*Must be enrolled in the P-TECH HHS program, and must be TSI ready in Math and English

**TA53P - P-TECH BEGINNING WEB PROGRAMMING**

**1.0 credits / Full year course /**

**Grades: 10, 11, 12**

Skills development in web programming, including markup and scripting languages. \*Must be enrolled in the P-TECH WHS program, and must be TSI ready in Math and English

**CST7P - P-TECH COMPREHENSIVE SOFTWARE PROJECT**

**1 credits / 1 Semester /**

**Grades: 12**

A comprehensive application of skills learned in previous semesters in a simulated workplace. Includes coding, testing, maintenance, and documentation of a complete software and/or hardware solution. This course may be used as a capstone course for a certificate or degree. \*Must be enrolled in the P-TECH WHS program, and must be TSI ready in Math and English

**CST22P - P-TECH FUNDAMENTALS OF NETWORKING TECHNOLOGIES**

**1 credits / 1 Semester /**

**Grades: 11, 12**

Instruction in networking technologies and their implementation. Topics include the OSI reference model, network

## COURSE OFFERINGS

protocols, transmission media, and networking hardware and software. Must be enrolled in the P-TECH WHS program

\*Enrolled in P-TECH WHS. TSI Ready in English and Math/ high school computer literacy or equivalent

### **CST33 - P-TECH INFORMATION TECHNOLOGY SECURITY**

**1.0 credits / Full year course / Grades: 10, 11, 12**

Instruction in security for network hardware, software, and data, including physical security; backup procedures; relevant tools; encryption; and protection from viruses. Must be enrolled in the P-TECH WHS program, and TSI Ready in English and Math

### **CST34P – INTRODUCTION TO DEVELOPMENTAL APPLICATIONS**

**1 credits / 1 Semester / Grades: 11, 12**

This course introduces students to the Build-Test-Deploy stages of the Software Development Life Cycle (SDLC) through hands-on experience in a production-like environment. Students will explore coding for unit testing, integrating security, deploying applications using containers or app stores, and working with version control systems like GitHub, GIT, and SVN. The course also covers continuous integration and delivery (CI/CD) tools such as Jenkins and YAML, along with testing frameworks including JUnit, Mockito, XCTest,

and PowerMockito. Must be enrolled in the P-TECH WHS program, and TSI Ready in English and Math

### **TA534P - P-TECH INTERMEDIATE WEB PROGRAMMING**

**1 credit / 1 Semester / Grades: 10, 11, 12**

Server-side and client-side techniques for Web development. Must be in the P-TECH program

\*Enrolled in P-TECH WHS, TSI Ready in English and Math, and successfully completed COSC 1436

### **CHS31P - P-TECH MEDICAL INSURANCE**

**1 credit / 1 Semester / Grades: 10, 11, 12**

Emphasizes medical office coding procedures for payment and reimbursement by patients or third-party payers for ambulatory care settings. \*Must be in the P-TECH program at HHS

### **CHS02P - P-TECH MEDICAL TERMINOLOGY**

**1 credit / 1 Semester / Grades: 10, 11, 12**

A study and practical application of a medical vocabulary system. Includes structure, recognition, analysis, definition, spelling, pronunciation, and a combination of medical terms from prefixes, suffixes, roots, and combining forms. \*Must be in the P-TECH program at HHS, and be TSI ready

### **CHS8P - PRACTICUM MEDICAL ASSISTANT (SCRIBES)**

**2 credits / Full year course / Grades: 11, 12**

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

Students must accrue 350 to 400 hours each year to be on track to accumulate the 1000 hours required by the end of Cosmetology II. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours.

\*Must be a James Reese Technical Center student

### **CHS41P - P-TECH PROCEDURES IN A CLINICAL SETTING**

**1 credit / 1 Semester / Grades: 11, 12**

Emphasis on patient-centered assessment, examination, and treatment as directed by the physician. Includes vital signs, collection and documentation of patient information, asepsis, office clinical procedures, and other treatments as appropriate for the ambulatory care settings. Must be in the P-TECH program at HHS, and be TSI ready.

## COURSE OFFERINGS

### **CHS11P - PHARMACOLOGY**

#### **DUAL CREDIT**

**1 credit / 1 Semester /**

**Grades: 11, 12**

Instruction in concepts and application of pharmacological principles. Focuses on drug classifications, principles and procedures of medication administration, mathematical systems and conversions, calculation of drug problems, and medico-legal responsibilities of the medical assistant. Must be in the P-TECH program at HHS, and be TSI ready

### **CST2PC - P-TECH PROGRAM FUNDAMENTALS I**

**1 credits / 1 Semester /**

**Grades: 11, 12**

Students are introduced to the fundamental concepts of structured programming and provided a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy. Must be in the P-TECH program at WHS, and be TSI ready

### **CST35P - P-TECH PROGRAM FUNDAMENTALS II**

**1 credit / 1 Semester /**

**Grades: 10, 11, 12**

This course focuses on the object-oriented programming paradigm, emphasizing the definition and use of classes along with the

fundamentals of object-oriented design. The course includes basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering processes. Students will apply techniques for testing and debugging software.

Must be in the P-TECH program at WHS, and be TSI ready

### **CST2P - P-TECH PROGRAM FUNDAMENTALS**

**1.0 credits / Full year course /**

**Grades: 10, 11**

Introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy. Must be in the P-TECH program at WHS, and be TSI ready

### **TA513P - P-TECH FUNDAMENTALS OF CLOUD COMPUTING**

**1 credits / 1 Semester /**

**Grades: 11, 12**

Introduction to Cloud computing from a business and technical perspective, including Cloud concepts, services, architecture, system integration, connectivity, data center migration, administration, security, compliance and technical support.

Coverage includes preparation for industry certifications. Topics may adapt to changes in industry practices. Must be in the P-TECH program at WHS, and be TSI ready

### **CST3PD - P-TECH**

#### **INTRODUCTION TO DEV. OPS**

**0.5 credits / 1 Semester /**

**Grades: 12**

Further applications of programming techniques, introducing the fundamental concepts of data structures and algorithms. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), and algorithmic analysis. Must be in the P-TECH program at WHS, and be TSI ready

### **TA610 - P-TECH COMPUTER PROGRAMMING-SWIFT IDC**

**0.5 credits / 1 Semester /**

**Grades: 10, 11**

Introduction to computer programming with emphasis on the fundamentals of structured design, development, testing, implementation, and documentation. Includes language syntax, data and file structures, input/output devices, and files.

Must be in the P-TECH program at WHS, and be TSI ready

### **CST2P - SCIENTIFIC RESEARCH AND DESIGN**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

Instruction in networking technologies and their implementation. Topics include

## COURSE OFFERINGS

the OSI reference model, network protocols, transmission media, and networking hardware and software.

Must be enrolled in P-TECH or ECHS program, be TSI ready in Math and English, and have completed HCC Biology 1308 to take Biology 1309, and HCC Biology 1306 for Biology 1407 CHEM 1301 requires the completion of FBISD Chemistry, and have completed or enrolled in College Algebra Math 1314

### **CBU02P - TOUCH SYSTEM DATA ENTRY DC**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

Introduction to the analysis and utilization of data requirements and organization in to normalized tables using the four normal forms of database design. \*Enrolled in P-TECH WHS, HHS or ECHS at Marshall, TSI Ready in English and Math, Students in P-TECH at WHS must have successfully completed BCIS 1305 or ITSC 1309.

### **CST1P - P-TECH UNIX OPERATING SYSTEMS I D**

**1.0 credit / Full year course /**

**Grades: 10,11,12**

A study of the UNIX operating system, including multi-user concepts, terminal emulation, use of the system editor, basic UNIX commands, and writing script files. Topics include introductory systems management concepts.

\*Enrolled in P-TECH WHS, TSI Ready in English and Math, and successfully completed COSC 1436 or Department Approval

## **ENGLISH LANGUAGE ARTS**

### **EL111 - ENGLISH I AAC**

**1 credits / Full year course /**

**Grades: 9**

English I AAC courses focus on the same strands as English I on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing for the Advanced Placement courses in language and literature. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

### **EL112 - ENGLISH I**

**1 credits / Full year course /**

**Grades: 9**

Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy.

The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and

reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

### **EL121 - ENGLISH II AAC**

**1 credits / Full year course /**

**Grades: 9-10**

**Prerequisite: English I**

English AAC courses focus on the same strands as English II on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing to prepare for the Advanced Placement courses in language and literature. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

### **EL122 - ENGLISH II**

**1 credits / Full year course /**

**Grades: 9-10**

**Prerequisite: English I**

Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional

## COURSE OFFERINGS

decisions authors make as they design an experience for an audience. Students will Engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

### **EL131 - ENGLISH III AP**

**1 credits / Full year course /  
Grades: 11**

**Prerequisite: English II**

This course focuses on the development and revision of evidence based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions authors make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course aligns to an introductory college-level rhetoric and writing curriculum and serves as preparation for successful completion of the AP English Language and Composition Exam in May. As in the college course, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

Students may be expected to read outside of class during the school year. Summer reading may be required.

### **EL132 - ENGLISH III**

**1 credits / Full year course /  
Grades: 11**

**Prerequisite: English II**

Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will Engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

### **EL13P1 - ENGLISH COMPOSITION 1301 DUAL**

**CREDIT**

**0.5 credits / 1 Semester /  
Grades: 11**

**Prerequisite: English II and  
enrollment in Early College High  
School**

This advanced level English III course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate

effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college level ENGLISHL-1301 English Composition 101 and ENGLISHL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

### **EL13P2 - ENGLISH COMPOSITION 1302 DUAL CREDIT**

**0.5 credits / 1 Semester /  
Grades: 11**

**Prerequisite: English  
Composition 1301 (EL13P1) and  
enrollment in Early College High  
School**

This advanced level English III course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college level ENGLISHL-1301 English Composition 101 and ENGLISHL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many

## C O U R S E   O F F E R I N G S

out-of-state institutions. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

Student must be enrolled in Early College High School at MHS to take this course and successfully completed English 1301 EL13P1.

### **EL141 - ENGLISH IV AP**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: English III**

The AP English Literature and Composition Course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama), from various periods. Students Engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure for an audience. As they read, students consider a work's structure, style, and theme, as well as its use of figurative language, imagery, and symbolism. Writing assignments include informational, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns to an introductory college-level literature and writing curriculum. This course aligns to an introductory college-level literature and writing curriculum and serves as preparation for successful completion of the AP Literature and Composition Exam in May. Students should be able to read and comprehend college-

level text and write grammatically correct, complete sentences. Students may be expected to read outside of class during the school year. Summer reading may be required.

### **EL142 - ENGLISH IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: English III**

Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will Engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

### **EL142T - ONRAMPS ENGLISH IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: English III**

This advanced level English IV course is a dual enrollment in partnership with the University of Texas at Austin. It focuses in the first semester on a study and practice in writing processes with emphasis on rhetorical choices, academic essays, and critical analysis. The focus of the second semester is on primary and secondary research methods, critical readings of multiple text genres, and critical thinking skills. Students earn two separate grades in this course, a FBISD English IV credit and a college grade through UT. This course is not eligible for semester exam exemptions; the college final is required. \*Not all OnRamps Dual Enrollment courses are offered at all campuses.

### **EL64D1 - ENGLISH IV DUAL**

**CREDIT SM1**

**0.5 credits / 1 Semester /**

**Grades: 12**

**Prerequisite: English III**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communicating, and critical analysis. Note: ENGLISHL 1301 is a pre-requisite for all 2000-level literature courses.

## COURSE OFFERINGS

### **EL64D2 - ENGLISH IV DUAL CREDIT SM2**

**0.5 credits / 1 Semester /**

**Grades: 12**

**Prerequisite: English IV Daul Sm1**

#### **EL64D1**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

### **EL64P1 - BRITISH LITERATURE I DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 12**

**Prerequisite: English Composition 1 and 2 (EL13P1, EL13P2) and enrollment in Early College High School**

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Must be enrolled in the Early College High School Program and successfully completed English Comp. 1301,

### **EL64P2 - BRITISH LITERATURE II DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 12**

**Prerequisite: British Literature I DC EL64P1 and enrollment in Early College High School**

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Must be enrolled in ECHS at MHS and successfully passed English Comp. 1301.

## **ELECTIVE COURSES**

### **Advanced Studies**

#### **LP100 - ADVANCED PLACEMENT SEMINAR- INDEPENDENT STUDY IN ENGLISH 2ND TIME TAKEN**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

This College Board course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate

information with accuracy and precision in order to craft and communicate evidence-based arguments. The course number will be determined by the certification of the teacher.

#### **LP100P - ADVANCED PLACEMENT SEMINAR- ADVANCED STUDIES IN SOCIAL STUDIES 2ND TIME TAKEN**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

This College Board course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The course number will be determined by the certification of the teacher.

#### **LP111 - COLLEGE TRANSITIONS D**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition, and motivation.

## COURSE OFFERINGS

### **LP201 - AP RESEARCH (CAPSTONE) -INDEPENDENT STUDY IN ENGLISH 3RD TIME TAKEN**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: Successful  
Completion of AP Seminar  
(LP100/LP100A)**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Student's design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course number will be determined by the certification of the teacher.

### **LP201P - AP RESEARCH (CAPSTONE) -SOCIAL STUDIES METHODS 2ND TIME TAKEN**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: Successful  
Completion of AP Seminar  
(LP100/LP100A)**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Student's design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology,

employing ethical research practices, and accessing, analyzing, and synthesizing information. The course number will be determined by the certification of the teacher.

### **9GAO2 - GSA CAPSTONE**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: Enrolment in the  
Global Studies Academy**

This course integrates work students have completed through their required language courses, global studies courses, community service, enrichment events, and personal interest. Students select their own project topics on challenging global issues, and conduct research aimed to provide comprehensive solutions.

### **GT111 - GT ADVANCED STUDIES H**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Through the GT Mentorship course, students develop college and career choices through engagement in professional skills, self-exploration, collaboration, critical thinking, and original research. This is a two-semester course. The first semester is a seminar that meets twice weekly in the evening. The first semester culminates in an independent, original research endeavor through which students report findings in the style of an academic journal. The second semester is a field experience in which students work one-on-one with a professional mentor in students'

fields of interest at the mentors' work site. Throughout the Gifted and Talented Mentorship course, student independence, self-awareness, and high levels of communication are stressed. This course requires all students to (1) travel to a central district location twice a week during the first semester seminar portion of the course, (2) spend a minimum of 5 hours per week at the mentorship site throughout second semester, and (3) plan, complete, and present a final product at a public forum at the end of the year. Students must provide their own transportation to the seminar class and mentorship site. Students will be required to be eligible for 7th period off-campus in the spring semester of senior year to work with their mentor at their mentorship site. Must be identified for GT services and be invited to enroll in the course.

## **ATHLETICS**

### **ATH342 - TEAM SPORT OFFICIATING**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students enrolled in the Teams Sports Officiating Course learn rules and regulation of selected team sports developing skills in communication, decision making, conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate

## COURSE OFFERINGS

at various levels and manage responsibilities that come with that role.

### AVID

#### **AV112 - AVID I**

**1 credits / Full year course / Grades: 9**

In the 9th grade AVID elective course, students will work on academic, personal and communication goals, adjusting to the high school setting. Students will increase their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skill and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. College research will include financial options and building their knowledge on colleges and careers of interest.

#### **AV122 - AVID II**

**1 credits / Full year course / Grades: 10**

During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to

refine and adjust their academic learning plans and goals. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest based on personal interests and goals.

#### **AV132 - AVID III**

**1 credits / Full year course / Grades: 11**

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

### **AV142 - AVID IV**

**1 credits / Full year course / Grades: 12**

The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as completing the requirements for the seminar course.

### **FINE ARTS**

#### **FP113 - PIANO TECHNICIAN I**

**1 credit / Full year course / Grades: 9, 10, 11, 12**

Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, preparing students to pass the certification test of the Piano Technicians Guild. Students will learn the anatomy of the piano, basic tuning techniques, and ear training to recognize pitch, frequency, and temperament. Financial literacy related to running

## C O U R S E   O F F E R I N G S

a small business is introduced. This course is housed at Marshall High School. Students who wish to become part of the program should visit their counselor for more information regarding the registration and transfer process.

### **FP123 - PIANO TECHNICIAN II**

**1 credit / Full year course /**

**Grades: 10, 11, 12**

#### **Prerequisites: Piano Technician I**

Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, preparing students to pass the certification test of the Piano Technicians Guild.

Students will learn the anatomy of the piano, basic tuning techniques, and ear training to recognize pitch, frequency, and temperament.

Financial literacy related to running a small business is introduced.

This course is housed at Marshall High School. Students who wish to become part of the program should visit their counselor for more information regarding the registration and transfer process.

### **FP132 - PIANO TECHNICIAN III**

**1 credit / Full year course /**

**Grades: 11, 12**

#### **Prerequisites: Piano Technician II**

Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, preparing students to pass the certification test of the Piano Technicians Guild.

Students will learn the anatomy of the piano, basic tuning techniques, and ear training to recognize pitch, frequency, and temperament.

Financial literacy related to running a small business is introduced. This course is housed at Marshall High School. Students who wish to become part of the program should visit their counselor for more information regarding the registration and transfer process.

### **FP142 - PIANO TECHNICIAN IV/ PRACTICUM**

**2 credits / Full year course /**

**Grades: 12**

#### **Prerequisites: Piano Technician III**

Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, preparing students to pass the certification test of the Piano Technicians Guild.

Students will learn the anatomy of the piano, basic tuning techniques, and ear training to recognize pitch, frequency, and temperament.

Financial literacy related to running a small business is introduced.

This course is housed at Marshall High School. Students who wish to become part of the program should visit their counselor for more information regarding the registration and transfer process.

## **HUMANITIES**

### **EL411 - HUMANITIES**

**1 credits / Full year course /**

**Grades: 11, 12**

Humanities is an interdisciplinary course in which students read widely to understand how different authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and other fine arts. In this rigorous course students demonstrate an in-depth understanding through discussions, journals, oral interpretations, and dramatizations. Students write frequently and create original presentations using a variety of media. This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

### **EL413P - HUMANITIES (FIRST TIME TAKEN)**

**0.5 credits / 1 Semester / Grades:**

**10, 11, 12**

An interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

### **EL431D - HUMANITIES DUAL CREDIT**

**1 credits / 1 Semester /**

**Grades: 11, 12**

Humanities is an interdisciplinary course that explores the philosophical and aesthetic

## COURSE OFFERINGS

foundations of human values across cultures and time periods. Students examine the historical development of individuals and societies through art, literature, and creative expression. This course emphasizes the human need to create and understand meaning in the world.

### **JOURNALISM**

#### **EB112 - BROADCAST JOURNALISM I**

**1 credits / Full year course /  
Grades: 9, 10, 11, 12**

**Prerequisites: Journalism I, Photojournalism, Middle School Intro to Broadcasting, or have a teacher recommendation**

High school students enrolled in this course will apply and use their journalistic skills for production intended for a select audience. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Students will apply industry standard skills, technical and artistic, to productions including but not limited to news programming, documentaries, commercials, PSAs, and graphic design elements. Students in II and III will participate in project-based learning for production every grading period that demonstrates their leadership ability in class projects.

#### **EB122 - BROADCAST JOURNALISM II**

**1 credits / Full year course /  
Grades: 9, 10, 11, 12**

**Prerequisites: Broadcast Journalism I**

High school students enrolled in this course will apply and use their journalistic skills for production intended for a select audience. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Students will apply industry standard skills, technical and artistic, to productions including but not limited to news programming, documentaries, commercials, PSAs, and graphic design elements. Students in II and III will participate in project-based learning for production every grading period that demonstrates their leadership ability in class projects.

#### **EB132 - BROADCAST JOURNALISM III**

**1 credits / Full year course /  
Grades: 9, 10, 11, 12**

**Prerequisites: Broadcast Journalism II**

High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of

broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

#### **EJ142 - INDEPENDENT STUDY IN JOURNALISM**

**1 credits / Full year course /  
Grades: 12**

**Prerequisites: Yearbook I, II, and III, Advanced Journalism Broadcast I, II, and III. Teacher recommendation required.**

**Student has passed both English I and English II EOC tests.**

This course is intended as a fourth-year yearbook, broadcasting, or newspaper course for students serving as the editor or assistant editor of those publications. Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used

## COURSE OFFERINGS

as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

### **EJ113 - JOURNALISM**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of purposes and audiences. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

### **EY112 - JOURNALISM YEAR I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisites: Journalism I or Photojournalism or teacher**

### **recommendation required**

Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/ or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

### **EY122 - JOURNALISM YEAR II**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisites: Yearbook I**

Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/ or visual

communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

### **EY132 - JOURNALISM YEAR III**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisites: Yearbook II**

Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/ or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance

## COURSE OFFERINGS

their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Students in II and III will create a project every grading period that demonstrates their leadership ability in class projects.

### **EP113 - PHOTO JOURNALISM**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

### **SPEECH AND DEBATE**

#### **ED112 - DEBATE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues.

Participation in debate tournaments may be required. To participate in tournaments, students must maintain a passing average in all other coursework. \*Students who successfully complete the full year of Debate I will fulfill the FBISD speech requirement for graduation.

Debate III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

#### **ED122 - DEBATE II**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: ED112 Debate I**

Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. To participate in tournaments, students must maintain a passing average in all other coursework. \*Students who successfully complete the full year of Debate I will fulfill the FBISD speech requirement for graduation.

Debate III satisfies the advanced English requirement except for Multidisciplinary Endorsement. tournaments, students must maintain a passing average in all other coursework. \*Students who successfully complete the full year of Debate I will fulfill the FBISD speech requirement for graduation. Debate III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

#### **ED132 - DEBATE III**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: ED122 Debate II**

Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. To participate in tournaments, students must maintain a passing average in all other coursework. \*Students who successfully complete the full year of Debate I will fulfill the FBISD speech requirement for graduation.

### **WRITING**

#### **EL313 – PRACTICAL WRITING**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

This course allows high school students to develop the skills

## COURSE OFFERINGS

necessary for practical writing. It emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar and the effective use of vocabulary. Students are expected to understand and demonstrate the writing process through a variety of written texts.

### **EL332 - CREATIVE WRITING**

**1 credits / Full year course /**

**Grades: 11, 12**

Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

### **ATH3425 - TEAM SPORT OFFICIATING**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students enrolled in the Teams

Sports Officiating Course learn rules and regulation of selected team sports developing skills in communication, decision making, conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with that role.

## **FINE ARTS**

### **Art**

#### **FA013 - ART I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Art I is a prerequisite for all other art courses in senior high school. Students examine natural and manmade objects, explore the art elements of line, value, texture, color, form, and space. Students apply the principles of design, pattern, contrast, emphasis, balance, proportion, harmony, rhythm, and movement in developing and creating original artworks using a variety of media and techniques in a general, structured, step-by-step manner. Artworks of master artists (traditional and contemporary) as well as fellow students are studied to allow students to grow in the appreciation of art and to develop evaluation skills.

#### **FA121 - ART II-DRAWING I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: One credit in Art I or successful portfolio review is required.**

Art II, Drawing I provides students who have successfully completed Art I, or have demonstrated an advanced artistic ability (based on portfolio), an opportunity to further develop their drawing skills using high-level thinking processes and techniques. Contour, gesture, pen and ink, pastels, mixed media, value, and perspective techniques will be studied. More challenging media, study of contemporary and traditional art, and world cultures will inspire students and help them develop an individual drawing style. Students are taught studio habits and time management.

#### **FA132 - ART III-DRAWING II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in an Art, Level II course is required.**

Art III, Drawing II provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology. Students are to create original works of art in an expressive-inventive and imaginative way. Throughout the course, the student is provided opportunities to choose from a wide variety of drawing media, techniques, and subject matter (traditional and contemporary) in order to develop a style, theme,

## COURSE OFFERINGS

or interpretation. In-depth design problems encourage the use of art elements and principles of design, which include experiences in abstract, non-objective, and realistic drawing approaches. All projects and works of art are to strengthen and develop the student's portfolio.

### **FA142 – ART V-DRAWING III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level III course is required.**

Art IV, Drawing III is an independent study course allowing students to develop themes and individual styles in personal art works. It provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology.

Themes range from pictorial accuracy to subjective interpretation. All projects and works of art are to strengthen and develop the student portfolio. The focus is to correspond and enhance the advanced placement drawing and two-dimensional course.

### **FA223 - ART II-PAINTING I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: One credit in Art I or successful portfolio review is required.**

Art II, Painting I offers students who have successfully completed Art I an opportunity to extend their technical skills in a variety

of painting styles and media. In-depth design problems encourage research of art works of other artists and cultures and include experiences in abstract, non-objective, and realistic approaches. Students are taught studio habits and time management.

### **FA232 - ART III-PAINTING II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in an Art, Level II course is required.**

Art III, Painting II offers the continuing art students, who may be considering a career in art, the opportunity to extend and refine his/her technical skills in a variety of painting styles and media. In-depth design problems encourage the use of art elements and principles and include experiences in abstract, non-objective, and realistic approaches. Personal experiences, as well as inventive and imaginative themes, are the basic ingredient for original works of art. A major focus of the course is the study of significant painters and how the culture and/or historic period influenced their styles and subjects. All works of art serve to strengthen and develop the student's portfolio.

### **FA242 - ART IV-PAINTING III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level III course is required.**

Art IV, Painting III is an independent study course allowing students to develop

themes and individual styles in personal artworks. Sources of ideas for their work come from students' investigations of their environment for visual and structural ideas. Students will develop understanding of form, investigating, interpreting, and reinventing a subject through multiple portrayals guiding students in thematic development. A major focus of the course is the study of significant painters and how the culture and/or historic period influenced their styles and subjects. The projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement drawing and two-dimensional course.

### **FA323 - ART II-CERAMICS I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: One credit in Art I or successful portfolio review is required.**

Art II, Ceramics I is a study of three-dimensional design in clay. Study will begin with the fundamental hand building techniques of coil and slab construction, and an exploration of the clay surfaces. Students will experiment with various finishing techniques. Students are taught studio habits and time management.

### **FA332 - ART III-CERAMICS II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in an Art, Level II course is required.**

## COURSE OFFERINGS

Art III, Ceramics II offers an in-depth study of clay for the serious student who has successfully completed Ceramics I. Students will develop personal style of expression through refining and developing skills previously introduced, as well as an introduction to wheel throwing, various clays, and glaze formulation. A historic emphasis will be placed on the evolution of studio ceramics and current issues within the field of ceramics. All projects and works of art are to strengthen and develop the student's portfolio.

### **FA342 - ART IV-CERAMICS III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level III course is required.**

Art IV, Ceramics III is a course allowing students to develop themes from their environments, other cultures, and diverse historical periods. The focus of the course would be for independent study and development of personal interests and style in ceramics. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

### **FA423 - ART II SCULPTURE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: One credit in Art I or successful portfolio review is required.**

The Art II, Sculpture I studio course, devoted to the three-dimensional art forms, will offer the student opportunities to become more proficient in modeling and constructing original creations using additive and subtractive methods. References to both cultural and historical sculptures will allow students to recognize the value of sculpture. Students are taught studio habits and time management.

### **FA432 - ART III-SCULPTURE II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in an Art, Level II course is required.**

Art III, Sculpture II is an advanced art class designed for the student interested in studying in-depth three dimensional form. Advanced additive and subtractive methods will be explored as students continue to strengthen design skills and emphasis on form and space. All projects and works of art are to strengthen and develop the student's portfolio. Students continue to practice studio habits and time management.

### **FA442 - ART IV-SCULPTURE III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level III course is required.**

Art IV, Sculpture III is an independent study art class designed for the student interested

in studying

in-depth three-dimensional form and developing a personal style. Processes used in sculpture may include stone carving, metal casting, plaster carving, and wood and Plexiglas assemblages. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

### **FA611 - AP STUDIO ART-2D PORTFOLIO**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level II course.**

AP 2-D Art and Design Portfolio is a college level course open to students who are seriously interested in the practical experience of art, concentrating on 2-D design. AP 2D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as development of materials, processes, and ideas over the course of the year. Work focuses on the use Elements and Principles of Art and Design, which

### **FA423 - ART II SCULPTURE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

## COURSE OFFERINGS

includes figure ground relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

### **FA623 - ART II-DIG ART && MEDIA I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: One credit in Art I or successful portfolio review is required.**

The Art II, Digital Art and Media I lab course is the introduction of technology in art. Students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing finished work. Students will have the opportunity to transfer original artwork through various electronic and digital scanning methods. Students will learn the basics of hardware and a variety of art software programs. The student will build a visual electronic portfolio throughout the course. Careers in

the field of digital art and media are introduced to the students. Students are taught studio habits and time management.

### **FA624 - ART III-DIG ART & MEDIA II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in an Art, Level II course is required.**

In the Art III, Digital Art and Media II course, students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing original art works. The student will build a visual electronic portfolio throughout the course. Careers in the field of digital art and media will be explored and examined.

### **FA625 - ART IV-DIG ART & MEDIA III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level III course is required.**

In the Art IV, Digital Art and Media III course, students work independently, choosing digital art and media techniques, using computer programs, to create a mature body of work requiring use of multiple steps and processes.

### **FA711 - AP STUDIO ART-3D PORTFOLIO**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art, Level II course. \_**

AP 3-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 3-D design. AP 3D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as the development of materials, processes, and ideas over the course of the year. Work focuses on the use of Elements and Principles of Art and Design, which includes balance, repetition, relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

### **FA811 - AP STUDIO ART- DRAWING PORT**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: One credit in an Art,**

## COURSE OFFERINGS

### **Level II course. \_**

AP Drawing Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on drawing. AP Drawing Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to the College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as development of materials, processes, and ideas over the course of the year. Work focuses on the use of mark-making, line, surface, space, light, and shade. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

## **BAND**

### **FB113 - BAND I**

**1 credits / Full year course /  
Grades: 9**

**Prerequisite: Audition required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility,

and musicianship are taught as each relates to performance. This band is involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class. Students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course during the fall semester of their freshman and sophomore year, which will meet the graduation requirement for one credit of PE.

### **FB612 – BAND I AAC**

**1 credits / Full year course /  
Grades: 9**

**Prerequisite: Audition required and ability to meet course requirements.**

This course is open to students in grade 9 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Band I on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FB123 - BAND II**

**1 credits / Full year course /  
Grades: 10**

**Prerequisite: One credit in a Band I course and an audition are required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This band is involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class. Students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course during the fall semester of their freshman and sophomore year, which will meet the graduation requirement for one credit of PE.

## COURSE OFFERINGS

### **FB622 – BAND II AAC**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: One credit in a Band I course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 10 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Band II on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FB133 - BAND III**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: One credit in a Band II course and an audition are required.**

This course is designed for advanced wind and percussion students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in band is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

### **FB733 - BAND III (ECHS AND P-TECH PROGRAMS)**

**1 credits / Full-year course /**

**Grades: 11**

**Prerequisite: One credit in a Band II course, an audition, and a director's recommendation are required.**

This course is designed for advanced 11th-grade wind and percussion students who cannot participate in the band program during the regular school day due to being enrolled in the Health Science Academy (Hightower HS), Early College High School (Marshall HS), or P-TECH program (Hightower and Willowridge High Schools).

Classes take place outside of the regular school day.

Advanced tonal development, instrumental techniques, and musicality are taught in relation to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in this course is by audition and director recommendation only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

### **FB632 – BAND III AAC**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: One credit in a Band II course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 11 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

## COURSE OFFERINGS

This course will provide weighted credit to students who enroll in the course, fulfill all the Band III on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FB143 - BAND IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: One credit in a Band III course and an audition are required.**

This course is designed for advanced wind and percussion students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in band is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

### **FB743 - BAND IV (ECHS AND P-TECH PROGRAMS)**

**1 credits / Full-year course /**

**Grades: 12**

**Prerequisite: One credit in a Band II course, an audition, and a director's recommendation are required.**

This course is designed for advanced 12th-grade wind and percussion students who cannot participate in the band program during the regular school day due to being enrolled in the Health Science Academy (Hightower HS), Early College High School (Marshall HS), or P-TECH program (Hightower and Willowridge High Schools). Classes take place outside of the regular school day. Advanced tonal development, instrumental techniques, and musicality are taught in relation to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in this course is by audition and director recommendation only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

### **FB642 – BAND IV AAC**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: One credit in a Band III course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 12 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Band IV on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

## COURSE OFFERINGS

### **FB512 - JAZZ ENS I**

**1 credits / Full year course /**

**Grades: 9**

**Corequisite: Students must be co-enrolled in a Band I or Orchestra I course. An audition may be required.**

The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques.

Students must be a member of another regular band or orchestra class to enroll in jazz ensemble (exception: piano and guitar when the student does not play a wind instrument or double bass). Placement in the course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study.

### **FB522 - JAZZ ENS II**

**1 credits / Full year course /**

**Grades: 10**

**Corequisite: Students must be co-enrolled in a Band II or Orchestra II course. An audition may be required.**

The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques. Students must be a member of another regular band or orchestra class to enroll in jazz ensemble (exception: piano and guitar when the student does not play a wind instrument or double bass). Placement in the course is by audition only. Students are required to purchase some materials, and

the cost may vary depending on the band program and level of study.

### **FB532 - JAZZ ENS III**

**1 credits / Full year course /**

**Grades: 11**

**Corequisite: Students must be co-enrolled in a Band III or Orchestra III course. An audition may be required.**

The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques. Students must be a member of another regular band or orchestra class to enroll in jazz ensemble (exception: piano and guitar when the student does not play a wind instrument or double bass). Placement in the course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study.

### **FB542 - JAZZ ENS IV**

**1 credits / Full year course /**

**Grades: 12**

**Corequisite: Students must be co-enrolled in a Band IV or Orchestra IV course. An audition may be required.**

The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques. Students must be a member of another regular band or orchestra class to enroll in jazz ensemble (exception: piano and guitar when the student does not play a wind instrument or double bass).

Placement in the course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the band program and level of study.

## **CHOIR**

### **FC113 - CHOIR I**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This choir is involved in numerous performances and competitions throughout the year. Sight Reading skills will continue to be developed and refined. Enrollment is by audition only. Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC612 – CHOIR I AAC**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required and ability to meet course requirements.**

This course is open to students in grade 9 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and

## C O U R S E   O F F E R I N G S

performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Choir I on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FC123 - CHOIR II**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: Audition required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This choir is involved in numerous performances and competitions throughout the year. Sight Reading skills will continue to be developed and refined. Enrollment is by audition only. Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC622 - CHOIR II AAC**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: One credit in a Choir I course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 10 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Choir II on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FC133 - CHOIR III**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: Audition required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This choir is involved in numerous performances and competitions throughout the year. Sight Reading skills will continue to be developed and refined. Enrollment is by audition only. Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC632 - CHOIR III AAC**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: One credit in a Choir II course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 11 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

## COURSE OFFERINGS

This course will provide weighted credit to students who enroll in the course, fulfill all the Choir III on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FC143 - CHOIR IV**

**Prerequisite: Audition required.**

**1 credits / Full year course / Grades: 12**  
 This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This choir is involved in numerous performances and competitions throughout the year. Sight Reading skills will continue to be developed and refined. Enrollment is by audition only. Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC642 - CHOIR IV AAC**

**1 credits / Full year course / Grades: 12**

**Prerequisite: One credit in a Choir III course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 12 who are enrolled in

a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Choir IV on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FC312 - VOCAL ENS I**

**1 credits / Full year course / Grades: 9**

**Prerequisite: Audition required.**  
 Vocal ensembles are select musical groups. Ensemble performance of the highest level is expected. Sight Reading skills will continue to be developed and refined. Students will be involved in numerous performances/competitions. Enrollment is by audition only.

Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC322 - VOCAL ENS II**

**1 credits / Full year course / Grades: 10**

**Prerequisite: Audition required.**

Vocal ensembles are select musical groups. Ensemble performance of the highest level is expected. Sight Reading skills will continue to be developed and refined. Students will be involved in numerous performances/competitions.

Enrollment is by audition only.

Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

### **FC332 - VOCAL ENS III**

**1 credits / Full year course / Grades: 11**

**Prerequisite: Audition required.**

Vocal ensembles are select musical groups. Ensemble performance of the highest level is expected. Sight Reading skills will continue to be developed and refined. Students will be involved in numerous performances/competitions.

Enrollment is by audition only.

Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

## COURSE OFFERINGS

### **FC342 - VOCAL ENS IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: Audition required.**

Vocal ensembles are select musical groups. Ensemble performance of the highest level is expected. Sight Reading skills will continue to be developed and refined. Students will be involved in numerous performances/competitions. Enrollment is by audition only. Students are required to purchase some materials, and the cost may vary depending on the choir program and level of study.

## **COLOR GUARD**

### **FG113 - COLOR GUARD I**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required.**

The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all

Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

### **FG123 - COLOR GUARD II**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: Audition required.**

The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

meet the graduation requirement for one credit of PE.

### **FG133 - COLOR GUARD III**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: Audition required.**

The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

## COURSE OFFERINGS

### **FG143 - COLOR GUARD IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: Audition required.**

The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

## **DANCE**

### **FD113 - DANCE I (FINE ARTS/PE)**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Principles of Dance I is an introductory course that provides

students with an exploration of the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ethnic, jazz, tap, precision, hip hop, lyrical, and modern will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance. Choreography/dance composition will be covered as well. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

### **FD123 - DANCE II**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Dance II is a continuation of the Dance I course. Students at this level demonstrate higher levels of competency in movement sequences that are increasingly more rhythmically complex and utilize a wider range of motion. Students will evaluate performances and offer thoughtful critiques of movement execution and choreographic content using correct terminology. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

### **FD133 - DANCE III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: Dance II or Director Approval.**

Students use advanced skills and techniques through composition and efficiency of dance. Individual and group choreography are

stressed. Participants perform in large group formats, select small groups, and solo performances.

### **FD143 - DANCE IV**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students use advanced skills and techniques through composition and efficiency of dance. Individual and group choreography are stressed. Participants perform in large group formats, select small groups, and solo performances.

### **FD212 - DANCE TEAM I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Selection by audition only**

Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; costs may vary depending on the program and level of study. Dance Team members are required to participate in all practices and performances. Practices begin in August and continue throughout the school year. Students are selected for the Dance Team through a rigorous audition process. Students enrolled in Dance Team I will receive one PE substitution credit for their participation in the course.

## COURSE OFFERINGS

### **FD612 – DANCE TEAM I AAC**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Audition required and ability to meet course requirements.**

This course is open to students in grades 9-12 enrolled in a district-approved dance team course. The course offers students an opportunity to extend their learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Dance Team I on-level course requirements, and complete additional course requirements that include: creating and maintaining a digital portfolio; choreographing two original pieces, one solo and one duet; researching and authoring an academic paper; attending two dance performances each semester; and submitting reflection papers.

### **FD222 – DANCE TEAM II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: Selection by audition only**

Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; costs may vary depending on the program and level of study. Dance Team members are required to participate in all practices and performances. Practices begin in August and continue throughout the school year. Students are selected for the Dance Team through a rigorous audition process. Students enrolled in Dance Team I will receive one PE substitution credit for their participation in the course.

### **FD622 – DANCE TEAM II AAC**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in a Dance Team I course, an audition, and ability to meet course requirements are required.**

This course is open to students in grades 10-12 enrolled in a district-approved dance team course. The course offers students an opportunity to extend their learning through an enriched, independent curriculum that

fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Dance Team II on-level course requirements, and complete additional course requirements that include: creating and maintaining a digital portfolio; choreographing two original pieces, one solo and one duet; researching and authoring an academic paper; attending two dance performances each semester; and submitting reflection papers.

### **FD232 – DANCE TEAM III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: Selection by audition only**

Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; costs may vary

## C O U R S E   O F F E R I N G S

depending on the program and level of study. Dance Team members are required to participate in all practices and performances. Practices begin in August and continue throughout the school year. Students are selected for the Dance Team through a rigorous audition process. Students enrolled in Dance Team I will receive one PE substitution credit for their participation in the course.

**FD632 – DANCE TEAM III AAC**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: One credit in a Dance Team II course, an audition, and ability to meet course requirements are required.**

This course is open to students in grades 11-12 enrolled in a district-approved dance team course. The course offers students an opportunity to extend their learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Dance Team III on-level course requirements,

and complete additional course requirements that include: creating and maintaining a digital portfolio; choreographing two original pieces, one solo and one duet; researching and authoring an academic paper; attending two dance performances each semester; and submitting reflection papers.

**FD242 – DANCE TEAM IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: Selection by audition only**

Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; costs may vary depending on the program and level of study. Dance Team members are required to participate in all practices and performances. Practices begin in August and continue throughout the school year. Students are selected for the Dance Team through a rigorous audition process. Students enrolled in Dance Team I will receive one PE substitution credit for their participation in the course.

**FD642 – DANCE TEAM IV AAC**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: One credit in a Dance Team III course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 12 enrolled in a district-approved dance team course.

The course offers students an opportunity to extend their learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Dance Team IV on-level course requirements, and complete additional course requirements that include: creating and maintaining a digital portfolio; choreographing two original pieces, one solo and one duet; researching and authoring an academic paper; attending two dance performances each semester; and submitting reflection papers.

## COURSE OFFERINGS

### ELECTIVES

#### **FA911 - AP ART HISTORY**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

It is a college level course designed to explore and analyze architecture, sculpture, painting, and the minor arts as they relate to styles and cultures from prehistoric times to the present. The course is preparation for successful completion of the AP exam at the end of the school year.

#### **FA013P - P-TECH ART APPRECIATION DC**

**1 credits / 1 Semester / Grades: 9, 10, 11, 12**

**Prerequisite: Enrollment at P-TECH at Willowridge HS**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. This introduction to the visual arts is a global investigation of artistic styles, methods of artistic production and media. Various works will be analyzed and defined in relation to the formal elements and the principles of design. Universal themes are studied within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts. Students will also develop critical thinking and observational skills through the creation of hands-on art projects.

#### **FA13P - ART HISTORY DUAL CREDIT**

**credits / Full year course /**

**Grades: 11, 12**

**Prerequisite: Enrollment at the Early College High School at Marshall HS**

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century. This course is a global investigation of the styles and methods of artistic production covering Prehistoric through Gothic periods. Media studied include: drawing, painting, sculpture, architecture, printmaking, textiles, ceramics, and metal arts. Using this framework, universal themes are studied within their historical, political, economic, theological, sociological, and ethnic contexts.

#### **FA911P - ART HISTORY DUAL CREDIT I**

**0.5 credits / 1 Semester / Grades: 11, 12**

**Prerequisite: Must be enrolled in ECHS at MHS and be placed into or completed college-level reading and college-level writing**

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century. This course is a global investigation of the styles and methods of artistic production covering Prehistoric through Gothic periods. Media studied include: drawing, painting, sculpture, architecture, printmaking, textiles, ceramics, and metal arts. Using this framework, universal themes are studied within

their historical, political, economic, theological, sociological, and ethnic contexts. This course satisfies the fine arts or component area option of the HCC core.

#### **FA912P - ART HISTORY DUAL CREDIT II**

**0.5 credits / 1 Semester / Grades: 10, 11, 12**

**Prerequisite: Art History Dual Credit I, Must be enrolled in ECHS at MHS and be placed into or completed college-level reading and college-level writing**

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century. This course is a global investigation of the styles and methods of artistic production covering Prehistoric through Gothic periods. Media studied include: drawing, painting, sculpture, architecture, printmaking, textiles, ceramics, and metal arts. Using this framework, universal themes are studied within their historical, political, economic, theological, sociological, and ethnic contexts. This course satisfies the fine arts or component-area option of the HCC core.

#### **FM512 - MARIACHI ENSEMBLE I**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required.**

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants

## COURSE OFFERINGS

are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some materials, and the cost may vary depending on the mariachi program and level of study. \*This course is currently only available at Marshall High School and Willowridge High School.

### **FM522 - MARIACHI ENSEMBLE**

**II**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: Audition required.**

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some materials, and the cost may vary depending on the mariachi program and level of study. \*This course is currently only available at Marshall High School and Willowridge High School.

### **FM532 - MARIACHI ENSEMBLE**

**III**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: Audition required.**

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some materials, and the cost may vary depending on the mariachi program and level of study. \*This course is currently only available at Marshall High School and Willowridge High School.

### **FM542 - MARIACHI ENSEMBLE**

**IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: Audition required.**

This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some

materials, and the cost may vary depending on the mariachi program and level of study. \*This course is currently only available at Marshall High School and Willowridge High School.

### **FM111 - MUSIC APPRECIATION**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students learn basic music notation and form. Major composers, performers, and artists of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern periods are studied and analyzed. This is a non-performance course. An extensive research paper or project may be required.

### **FM122 - AP MUSIC THEORY**

**1 credits / Full year course /**

**Grades: 11, 12**

The main objective of the AP Music Theory Course is for students to develop aural, sight-singing, written, composition, and analytical skills in music. Previous experience reading music is strongly recommended. This course covers material typically taught at the college freshman level with emphasis placed on basic pitch and rhythmic notation, scale structures, pitch intervals, chord structure and movement, part writing, ear training, harmonization, and music composition. Upon completion of this course, students will be prepared to take the College Board Advanced Placement Music Theory Exam.

Ability to read and write musical

## COURSE OFFERINGS

notation and basic voice or instrument performance skills.

### ORCHESTRA

#### **FO113 - ORCHESTRA I**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. Participants are involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the orchestra program and level of study.

#### **FO612 - ORCHESTRA I AAC**

**1 credits / Full year course /**

**Grades: 9**

**Prerequisite: Audition required and ability to meet course requirements.**

This course is open to students in grade 9 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members.

Students will engage in critical listening and provide oral and

written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Orchestra I on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

#### **FO123 - ORCHESTRA II**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite: One credit in an Orchestra I course and an audition are required.**

This course is designed for students who have developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. Participants are involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the orchestra program and level of study.

#### **FO622 - ORCHESTRA II AAC**

**1 credits / Full year course /**

**Grades: 10**

**Prerequisite:** One credit in an Orchestra I course, an audition, and ability to meet course requirements are required.

This course is open to students in grade 10 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Orchestra II on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

## COURSE OFFERINGS

### **FO133 - ORCHESTRA III**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisites:** One credit in an Orchestra II course and an audition are required.

This course is designed for advanced string orchestra students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed both on individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in the course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the orchestra program and level of study.

### **FO632 – ORCHESTRA III AAC**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: One credit in an Orchestra II course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 11 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members.

Students will engage in critical listening and provide oral and

written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Orchestra III on-level course requirements, and complete additional course requirements that include: participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

### **FO143 - ORCHESTRA IV**

**1 credits / Full year course /**

**Grades: 1**

**Prerequisites: One credit in an Orchestra III course and an audition are required.**

This course is designed for advanced string orchestra students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed both on individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in the course is by audition only. Students are required to purchase some materials, and the cost may vary depending on the orchestra program and level of study.

### **FO642 – ORCHESTRA IV AAC**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisite: One credit in an Orchestra III course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 12 who are enrolled in a district-approved music course and offers them an opportunity to extend their musical learning through an enriched, independent curriculum that fosters college readiness. Students will demonstrate an advanced level of musical understanding and performance, both individually and as ensemble members. Students will engage in critical listening and provide oral and written performance evaluations using academically appropriate vocabulary.

This course will provide weighted credit to students who enroll in the course, fulfill all the Orchestra IV on-level course requirements, and complete additional course requirements that include:

participation in the TMEA All-region audition process; performance of two Class 1 solos or a Class 1 solo and a Class 1 ensemble at the UIL Solo/Ensemble Contest; completion of a research project and paper; attendance at several concerts or recitals; and completion of reflection papers.

## COURSE OFFERINGS

### THEATRE

#### **FT113 - THEATRE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Theatre Arts II is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed.

Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year.

#### **FT123 - THEATRE II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisites: Theatre I or Director Approval**

Theatre Arts II is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed.

Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year.

#### **FT132 - THEATRE III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisites: Theatre II or Director Approval**

Theatre Arts III is the study of advanced theatre techniques in design, lighting, costuming, acting, critique, directing, and auditioning skills. This is a production-oriented

course. Students are required to attend a live theatre performance during the school year.

#### **FT142 - THEATRE IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisites: Theatre III or Director approval**

This course is designed for students who are serious about theatre production. Students may write their own plays, direct scenes and one-act plays for public performance, and study advanced lighting, acting/characterization, costuming, and makeup.

Participation in extra-curricular productions is stressed. Students are required to attend a live theatre performance during the school year.

#### **FT223 - TECH THEATRE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Technical Theatre combines theories of design and stagecraft techniques with construction and operation of production elements including set construction, property management, lighting, sound, costumes, makeup, and public relations. Students are required to attend a live theatre performance during the school year. Time beyond the school day is expected.

#### **FT232 - TECH THEATRE II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisites: Tech Theatre 1 or Director Approval.**

This course is designed to give students an opportunity to build on skills learned in Technical Theatre I. They will do individual studies in the areas of lighting, costume construction and design, set design and construction, sound, makeup, props, and publicity. Students enrolled in this course will be expected to complete additional work beyond the regular school day. Students are required to attend a live theatre performance during the school year.

#### **FT242 - TECH THEATRE III**

**1 credits / Full year course /**

**Grades: 11, 12**

**Prerequisites: Tech Theatre 2 or Director Approval.**

This course is designed to continue to build on the skills learned in Technical Theatre II. Students will do advanced individual studies in lighting, costume, and set design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.

#### **FT244 - TECHNICAL THEATRE IV**

**1 credits / Full year course /**

**Grades: 12**

**Prerequisites: Tech Theatre 3 or Director Approval.**

This course is designed to continue to build on the skills learned in Technical Theatre III. Students will do advanced individual studies in lighting, costume, and set

## COURSE OFFERINGS

design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.:

### **FT323 - THEATRE PRODUCTION I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisites: An audition is required**

This course is designed to give the students enrolled an opportunity to put into practice basic skills learned in Theatre Arts I and II. Students will be involved in the creation of theatrical productions participating as performers and/or technicians. Students will be responsible for all production elements of this course and will produce performances as the end result.

Students are required to attend a live theatre performance during the school year.

### **FT612 - THEATRE PRODUCTION I AAC**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Audition required and ability to meet course requirements.**

This course is open to students in grades 9-12 enrolled in a district-approved theatre course. The course offers students an opportunity to extend their theatrical learning through an enriched, independent curriculum

that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Theatre Production I on-level course requirements, and complete additional course requirements that include: auditioning/applying for an acting or technical theatre role in all mainstage productions; creating and maintaining a digital portfolio; completing 100 work hours on theatre projects outside of the school day that comprises a 30-hour acting requirement, a 30-hour technical theatre requirement, and a 30-hour directing requirement.

### **FT332 - THEATRE PRODUCTION II**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisites: One Credit in a level 1 Theatre course (Theatre I/Technical Theatre I/Theatre Production I) and an audition are required.**

This course is designed to give the students enrolled an opportunity to put into practice basic skills learned in Theatre Arts I and II. Students will be involved in the creation of

theatrical productions participating as performers and/or technicians. Students will be responsible for all production elements of this course and will produce performances as the end result.

Students are required to attend a live theatre performance during the school year.

### **FT622 – THEATRE PRODUCTION II AAC**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

**Prerequisite: One credit in a Theatre Production I course, an audition, and ability to meet course requirements are required.**

This course is open to students in grades 10-12 enrolled in a district-approved theatre course. The course offers students an opportunity to extend their theatrical learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Theatre Production II on-level course requirements, and complete

## COURSE OFFERINGS

additional course requirements that include: auditioning/applying for an acting or technical theatre role in all mainstage productions; creating and maintaining a digital portfolio; completing 100 work hours on theatre projects outside of the school day that comprises a 30-hour acting requirement, a 30-hour technical theatre requirement, and a 30-hour directing requirement.

### **FT342 - THEATRE PRODUCTION III**

**1 credits / Full year course / Grades: 11, 12**

**Prerequisites: One Credit in a level 2 Theatre course (Theatre II/Technical Theatre II/Theatre Production II) and an audition are required.**

These courses are an extension of the concepts developed in Theatre Production II. Students will work together to develop all production elements involved in the presentation of a performance as an end result.

Students are required to attend a live theatre performance during the school year.

### **FT632 - THEATRE PRODUCTION III AAC**

**1 credits / Full year course / Grades: 11**

**Prerequisite: One credit in a Theatre Production II course, an audition, and ability to meet course requirements are required.**

This course is open to students in grades 11-12 enrolled in a district-approved theatre course. The course offers students an

opportunity to extend their theatrical learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Theatre Production III on-level course requirements, and complete additional course requirements that include: auditioning/applying for an acting or technical theatre role in all mainstage productions; creating and maintaining a digital portfolio; completing 100 work hours on theatre projects outside of the school day that comprises a 30-hour acting requirement, a 30-hour technical theatre requirement, and a 30-hour directing requirement.

### **FT344 - THEATRE PRODUCTION IV**

**1 credits / Full year course / Grades: 12**

**Prerequisites: One Credit in a level 3 Theatre course (Theatre III/Technical Theatre III/Theatre Production III) and an audition are required.**

These courses are an extension of the concepts developed in Theatre

Production II. Students will work together to develop all production elements involved in the presentation of a performance as an end result. Students are required to attend a live theatre performance during the school year.

### **FT642 – THEATRE PRODUCTION IV AAC**

**1 credits / Full year course / Grades: 12**

**Prerequisite: One credit in a Theatre Production III course, an audition, and ability to meet course requirements are required.**

This course is open to students in grade 12 enrolled in a district-approved theatre course. The course offers students an opportunity to extend their theatrical learning through an enriched, independent curriculum that fosters college readiness. Students will exhibit an advanced level of understanding and performance, both as an individual and as a member of a larger group. Due to the independent nature of this course, students who elect to pursue advanced credit should take initiative, be responsible, and complete all assignments independently within the instructor-assigned timeline.

This course will provide weighted credit to students who enroll in the course, fulfill all the Theatre Production IV on-level course requirements, and complete additional course requirements that include: auditioning/applying for an acting or technical theatre

## COURSE OFFERINGS

role in all mainstage productions; creating and maintaining a digital portfolio; completing 100 work hours on theatre projects outside of the school day that comprises a 30-hour acting requirement, a 30-hour technical theatre requirement, and a 30-hour directing requirement.

## PHYSICAL EDUCATION

### Athletics

Semesters: one or two depending on sport in grades: 9-12

#### UIL Athletic Physical required.

All student/athletes must be enrolled in the athletic class to participate in sports. Participation in any athletic sport class period requires a coach's approval and a signature. A student athlete must have prior approval from the Athletic Director not to be enrolled in the class while competing in Athletics due to credit recovery. Individual and team sports offered in FORT BEND ISD include Football, Volleyball, Cross Country, Basketball, Track, Swimming/Diving, Water Polo, Tennis, Golf, Softball, & Baseball.

Please contact the athletic office if you have further questions.

**PS1231 - BASEBALL 2 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PS1232 - BASEBALL 2 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PS1621 - BASEBALL 3 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PS1622 - BASEBALL 3 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PS1631 - BASEBALL 4 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PS1632 - BASEBALL 4 YR**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PB1131 - BASKETBALL 1 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

**PB1132 - BASKETBALL 1 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

**PB1231 - BASKETBALL 2 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PB1232 - BASKETBALL 2 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PB1621 - BASKETBALL 3 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PB1622 - BASKETBALL 3 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PB1631 - BASKETBALL 4 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PB1632 - BASKETBALL 4 YR B**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PB2131 - BASKETBALL 1 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

**PB2132 - BASKETBALL 1 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

**PB2231 - BASKETBALL 2 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PB2232 - BASKETBALL 2 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 10**

**PB2621 - BASKETBALL 3 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PB2622 - BASKETBALL 3 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 11**

**PB2631 - BASKETBALL 4 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PB21632 - BASKETBALL 4 YR G**  
**0.5 credits / 1 Semester /**  
**Grades: 12**

**PL2371 - CHEERLEADER YR 1**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

**PL2372 - CHEERLEADER YR 1**  
**0.5 credits / 1 Semester /**  
**Grades: 9**

## C O U R S E   O F F E R I N G S

<b>PL2831- CHEERLEADER YR 2</b> <b>0.5 credits / 1 Semester / Grades:</b> <b>10</b>	<b>PC1621- CROSS COUNTRY YR</b> <b>3 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>	<b>PC2621- CROSS COUNTRY YR 3</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>
<b>PL2832- CHEERLEADER YR 2</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>	<b>PC1622- CROSS COUNTRY YR</b> <b>3 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>	<b>PC2622- CROSS COUNTRY YR 3</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>
<b>PL2031- CHEERLEADER YR 3</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>	<b>PC1631- CROSS COUNTRY YR</b> <b>4 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>	<b>PC2631- CROSS COUNTRY YR 4</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>
<b>PL2032- CHEERLEADER YR 3</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>	<b>PC1632- CROSS COUNTRY YR</b> <b>4 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>	<b>PC2632- CROSS COUNTRY YR 4</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>
<b>PL2041- CHEERLEADER YR 4</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>	<b>PC1621- CROSS COUNTRY YR</b> <b>3 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>	<b>PS2131 - SOFTBALL 1 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>
<b>PL2042- CHEERLEADER YR 4</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 12</b>	<b>PC2131- CROSS COUNTRY YR 1</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>	<b>PS2132 - SOFTBALL 1 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>
<b>PC1131- CROSS COUNTRY YR</b> <b>1 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>	<b>PC2132- CROSS COUNTRY YR 1</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>	<b>PS2231 - SOFTBALL 2 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>
<b>PC1132- CROSS COUNTRY YR</b> <b>1 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 9</b>	<b>PC2231- CROSS COUNTRY YR 2</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>	<b>PS2232 - SOFTBALL 2 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>
<b>PC1231- CROSS COUNTRY YR</b> <b>2 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>	<b>PC2232- CROSS COUNTRY YR 2</b> <b>G</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>	<b>PS2621 - SOFTBALL 3 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>
<b>PC1232- CROSS COUNTRY YR</b> <b>2 B</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 10</b>		<b>PS2622 - SOFTBALL 3 YR</b> <b>0.5 credits / 1 Semester /</b> <b>Grades: 11</b>

## C O U R S E   O F F E R I N G S

**PS2631 - SOFTBALL 4 YR**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PS2632 - SOFTBALL 4 YR**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PW1131 - SWIM 1 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PW1132 - SWIM 1 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PW1231 - SWIM 2 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PW1232 - SWIM 2 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PW1621 - SWIM 3 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PW1622 - SWIM 3 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PW1631 - SWIM 4 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PW1632 - SWIM 4 YR B AM**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PW2131 - SWIM 1 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PW2132 - SWIM 1 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PW2231 - SWIM 2 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PW2232 - SWIM 2 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PW2621 - SWIM 3 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PW2622 - SWIM 3 YR G AM**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PW2631 - SWIM 4 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PW2632 - SWIM 4 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PT1131 - TENNIS 1 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PT1132 - TENNIS 1 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PT1231 - TENNIS 2 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PT1232 - TENNIS 2 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PT1621 - TENNIS 3 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PT1622 - TENNIS 3 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PT1631 - TENNIS 4 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PT1632 - TENNIS 4 YR B**

**0.5 credits / 1 Semester /**  
**Grades: 12**

**PT2131 - TENNIS 1 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PT2132 - TENNIS 1 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 9**

**PT2231 - TENNIS 2 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PT2232 - TENNIS 2 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 10**

**PT2621 - TENNIS 3 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PT2622 - TENNIS 3 YR G**

**0.5 credits / 1 Semester /**  
**Grades: 11**

**PT2631 - TENNIS 4 G YR**

**0.5 credits / 1 Semester /**  
**Grades: 12**

## C O U R S E   O F F E R I N G S

### **PT2632 - TENNIS 4 G YR**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PV2131 - VOLLEYBALL 1 YR**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PV2132 - VOLLEYBALL 1 YR**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PV2231 - VOLLEYBALL 2 YR**

**0.5 credits / 1 Semester /**

**Grades: 10**

### **PV2232 - VOLLEYBALL 2 YR**

**0.5 credits / 1 Semester /**

**Grades: 10**

### **PV2621 - VOLLEYBALL 3 YR**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PV2622 - VOLLEYBALL 3 YR**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PV2631 - VOLLEYBALL 4 YR**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PV2632 - VOLLEYBALL 4 YR**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PW1133 - WATER POLO 1 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PW1134 - WATER POLO 1 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PW1233 - WATER POLO 2 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 10**

### **PW1234 - WATER POLO 2 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 10**

### **PW1623 - WATER POLO 3 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PW1624 - WATER POLO 3 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PW1633 - WATER POLO 4 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PW1634 - WATER POLO 4 YR B**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PW2133 - WATER POLO 1 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PW2134 - WATER POLO 1 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 9**

### **PW2233 - WATER POLO 2 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 10**

### **PW2623 - WATER POLO 3 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PW2624 - WATER POLO 3 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 11**

### **PW2633 - WATER POLO 4 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PW2634 - WATER POLO 4 YR G**

**PM**

**0.5 credits / 1 Semester /**

**Grades: 12**

## **Athletic Training**

This course introduces students to the field of athletic training, focusing on injury prevention, treatment, and rehabilitation for athletes. Students will explore anatomy, first aid, taping techniques, and the roles of athletic trainers in various sports settings. Ideal for students interested in sports medicine, physical therapy, or health science careers.

### **PH5131- ATHLETIC TRAINER YR**

**1 B**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

### **PH5132- ATHLETIC TRAINER YR**

**1 B**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

## C O U R S E   O F F E R I N G S

### **PH5231- ATHLETIC TRAINER YR**

**2 B**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

### **PH5232- ATHLETIC TRAINER YR**

**2 B**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

### **PH5313- ATHLETIC TRAINER YR**

**3 B**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

### **PH5312- ATHLETIC TRAINER YR**

**3 B**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

### **PH5172- ATHLETIC TRAINER YR**

**4 B**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PH5173- ATHLETIC TRAINER YR**

**2 B**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PH5431- ATHLETIC TRAINER YR**

**1 G**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

### **PH5431- ATHLETIC TRAINER YR**

**1 G**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

### **PH5531- ATHLETIC TRAINER YR**

**2 G**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

### **PH5532- ATHLETIC TRAINER YR**

**2 G**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

### **PH5461- ATHLETIC TRAINER YR**

**3 G**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

### **PH5462- ATHLETIC TRAINER YR**

**3 G**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

### **PH5471- ATHLETIC TRAINER YR**

**4 G**

**0.5 credits / 1 Semester /**

**Grades: 12**

### **PH5472- ATHLETIC TRAINER YR**

**4 G**

**0.5 credits / 1 Semester /**

**Grades: 12**

## **HEALTH**

### **PH0111 - HEALTH**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

The goal of health education is to equip students with the knowledge and skills to make healthy decisions. The course includes mental/emotional, physical, and social health concepts that support the “whole child.”

### **PH0112 - HEALTH**

**0.5 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

The goal of health education is to equip students with the knowledge and skills to make healthy decisions. The course includes

mental/emotional, physical, and social health concepts that support the “whole child.”

## **JROTC**

### **RO111 - JROTC I – PE**

#### **SUBSTITUTION**

**1 credits / Full year course /**

**Grades: 9**

The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. JROTC I (RO111) counts as a Physical Education substitution.

## **PHYSICAL EDUCATION**

### **PMB02 - PE SUBSTITUTION**

#### **MARCHING BAND**

**0.5 credits / 1 Semester /**

**Grades: 9, 10**

Students will be concurrently enrolled in a .5 credit, 0-period, Marching Band PE Substitution course during the Fall semester of their freshman and sophomore

## COURSE OFFERINGS

year, which will meet the graduation requirement for one credit of PE. Concurrent enrollment in a Band I or Band II course during the fall semester.

### **PE211 - SKILL-BASED LIFETIME ACTIV -- B**

**1 credits / Full year course / Grades: 9, 10, 11, 12**

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a lifelong activities that include sending an object toward a target; striking and fielding games are activities in which students striking an object in order to score points within a game; fitness activities that provide opportunities for students to apply fitness principles to accomplish an objective; rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm; and innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

### **PE221 - LIFETIME FIT AND WELL PURS -- B**

**1 credits / Full year course / Grades: 9, 10, 11, 12**

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

### **PE221P - ECHS DUAL CREDIT PERSONAL/COMMUNITY HEALTH BOYS**

**1 credits / 1 Semester / Grades: 10, 11, 12**

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

### **PE311 - SKILL-BASED LIFETIME ACTIV -- G**

**1 credits / Full year course / Grades: 9, 10, 11, 12**

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health

and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a lifelong activities that include sending an object toward a target; striking and fielding games are activities in which students striking an object in order to score points within a game; fitness activities that provide opportunities for students to apply fitness principles to accomplish an objective; rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm; and innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

### **PE321 - LIFETIME FIT AND WELL PURS -- G**

**1 credits / Full year course / Grades: 9, 10, 11, 12**

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

## COURSE OFFERINGS

### **PE321P - ECHS DUAL CREDIT PERSONAL/COMMUNITY HEALTH GIRLS**

**1 credits / 1 Semester / Grades: 10, 11, 12**

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

### **PP1111/PP1112/ PP1211/ PP1212/PP1311/PP1312 - OFF CAMPUS PE**

**Offered In: 9-12**

**Credits: .5-1**

**Level: On level**

**Prerequisites: Requires district approval**

**Description:** The purpose of this course is to accommodate those students who are training at an elite level in a specific physical activity that exceeds what the school district can offer. Students can participate in either Category I or Category II offered by an approved FBISD physical activity program.

Category 1 Off Campus PE- Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students

qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than PE.

**Category 2 Off Campus PE-** Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality, a curriculum that aligns to TEKS, and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Students must apply online to receive prior approval from the Coordinator of Health, PE, & Wellness, must provide his/her own transportation, and must provide a workout schedule and attendance rosters. More information can be found at the following link: [www.fortbendisd.com/Page/96272](http://www.fortbendisd.com/Page/96272).

## **MATHEMATICS**

### **Algebra I**

#### **MA211 - ALGEBRA I AAC**

**1 credit / Full year course / Grades: 7-12**

**Pre-requisite: 8th grade math or its equivalent**

This course serves as the foundation for all subsequent math courses. Students will study linear, quadratic, and exponential functions and their related

transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra 1 AAC includes a more in-depth study of the topics covered in Algebra 1 by extending learning on all readiness standards and completing a project. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

8th grade math or its equivalent must be completed prior to enrollment (equivalent can be FBISD Credit by Exam, or Gr 7 Math AAC). This course counts for high school credit and toward the HS GPA and class rank.

#### **MA212 - ALGEBRA I**

**1 credit / Full year course / Grades: 8-12**

**Pre-requisite: 8th grade math or its equivalent**

This course serves as the foundation for all subsequent mathematics courses. Students will study linear, quadratic, and exponential functions and their

## COURSE OFFERINGS

related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and

real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

8th grade math or its equivalent must be completed prior to enrollment (equivalent can be FBISD Credit by Exam, or Gr 7 Math AAC). This course counts for high school credit and toward the HS GPA and class rank.

### **ALGEBRA II**

#### **MA231 - Algebra II AAC**

**1 credit/ Full year course /**

**Grades: 9-12**

#### **Pre-requisite: Required Algebra I and Recommended Geometry**

This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is a required course for a STEM endorsement as well as the pre-requisite for many higher-level math courses.

in both mathematical and real-world situations with and without technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. AAC Algebra II will include a focus on functional analysis to align with the College and Career Readiness Standards.

It is recommended that students take Geometry prior to Algebra II, though concurrent enrollment is possible. Geometry is a graduation requirement and a prerequisite for a STEM endorsement and many other advanced math courses.

#### **MA232 - ALGEBRA II**

**1 credit/ Full year course /**

**Grades: 9-12**

#### **Pre-requisite: Required Algebra I and Recommended Geometry**

This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is a required course for a STEM endorsement as well as the pre-requisite for many higher-level math courses.

It is recommended that students take Geometry prior to Algebra II, though concurrent enrollment is possible. Geometry is a graduation requirement and a prerequisite for other advanced math courses.

### **MA232T - ONRAMPS ALGEBRA II**

**II**

**1 credit/ Full year course /**

**Grades: 11, 12, 10**

#### **Prerequisite: Algebra I.**

#### **Recommended Prerequisite: Geometry**

Students in this dual enrollment course will receive FBISD Algebra II credit with the opportunity to earn college credit through UT Austin. This course will provide students with a deep dive into critical thinking skills and develop the ability to persist through challenges as they study function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational Exponential, and Logarithmic. \*Note: Onramps not offered at all campuses

### **Calculus**

#### **MA251 - AP CALCULUS AB**

**1 credit/ Full year course /**

**Grades: 10-12**

#### **Pre-requisite: Precalculus**

AP Calculus AB is an introductory college-level calculus course that focuses on topics that are taught in the college equivalent first semester calculus class. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and

## COURSE OFFERINGS

verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### **MA351 - AP CALCULUS BC**

**1 credit / Full year course /**

**Grades: 11, 12**

#### **Pre-requisite: Precalculus**

AP Calculus BC is an introductory college-level calculus course that focuses on topics covered in both first and second semester college calculus classes. Students cultivate their understanding of differential and integral calculus through engaging with real world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### **MA662 - MULTI-VARIABLE CALCULUS**

**1 credit / Full year course /**

**Grades: 9-12**

#### **Pre-requisite: AP Calculus BC**

This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics, and computer graphics.

## **Geometry**

### **MA221 - GEOMETRY AAC**

**1 credit/ Full year course /**

**Grades: 8-12**

#### **Pre-requisite: Algebra I**

In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs, students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straight edge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education.

This course counts for high school credit and toward the HS GPA and class rank.

### **MA222 - GEOMETRY**

**1 credit / Full year course /**

**Grades: 8-12**

#### **Pre-requisite: Algebra I**

In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry

strand. Through a focus on the development of proofs, students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straight edge and compass will be created to make conjectures about geometric figures.

Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education.

## **Pre-Calculus**

### **MA240 - AP PRE-CALCULUS**

**1 credit/ Full year course /**

**Grades: 9-12**

#### **Pre-requisite: Geometry and Algebra II**

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-

## COURSE OFFERINGS

level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Note: AP Precalculus replaces Precalculus AAC.

### **MA240T - ONRAMPS**

#### **PRECALCULUS**

**1 credit/ Full year course /**

**Grades: 12, 10, 11**

**Prerequisite: Algebra I, Geometry, and Algebra II**

Students in this dual enrollment course will receive FBISD Precalculus credit with the opportunity to earn college credit through UT Austin. Students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. \*Note OnRamps is not offered at all campuses.

### **MA242 - PRECALCULUS**

**1 credit / Full year course /**

**Grades: 9-12**

**Pre-requisite: Algebra I, Geometry, and Algebra II**

This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual

understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems.

Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels.

### **MA242P - PRE-CALCULUS DUAL**

#### **CREDIT**

**1 credit / 1 Semester /**

**Grades: 11, 12**

**Prerequisite: Must be enrolled in Early College High School at Marshall HS**

This course offers a deep exploration of higher-level mathematical concepts designed to challenge and prepare students for college-level work. Topics include the elementary theory of functions and equations, analytic geometry, vectors, introductory logic, mathematical induction, sequences, and finite series. Students will develop critical thinking and problem-solving skills through rigorous analysis and application of these concepts in both theoretical and real-world contexts.

### **Statistics**

#### **MA450 - STATISTICS**

**1 credit / Full year course /**

**Grades: 9-12**

**Pre-requisite: Required Algebra I**

#### **and Recommended Geometry**

In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

### **MA450T - ONRAMPS**

#### **STATISTICS**

**1 credit / Full year course /**

**Grades: 11, 12, 10**

**Prerequisite: Algebra I  
Recommended Prerequisite: Algebra II**

Students in this dual enrollment course will receive FBISD Statistics credit with the opportunity to earn college credit through UT Austin. Students develop the quantitative reasoning skills and habits of mind necessary to use data science and mathematical thinking effectively across multiple disciplines while learning the interactive applications and coding skills needed to meet the demands of higher education and the workplace. \*Note: OnRamps courses not offered at all campuses.

### **MA451 - AP STATISTICS**

**1 credit / Full year course /**

**Grades: 9-12**

**Pre-requisite: Algebra II and Geometry**

## COURSE OFFERINGS

This course offers students the opportunity to receive college credit for an introductory statistics course. The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students enrolled in this course will also prepare for the AP exam in May.

### Upper-Level Math Courses

#### **MA322 - ADVANCED QUANTITATIVE REASONING (AQR)**

**1 credit / Full year course / Grades: 9-12**

**Pre-requisite: Required Algebra II and Geometry**

This course focuses on the application of high school math concepts. It includes a strong emphasis on statistics, an ongoing thread of financial applications, and the use of mathematical models from discrete mathematics, algebra, geometry, and trigonometry to solve complex problems in a range of engaging contexts. This course is designed to prepare students for college or the workplace.

#### **MA551P - EARLY COLLEGE TRIGONOMETRY DUAL CREDIT**

**0.5 credit / 1 Semester / Grades: 11, 12**

**Prerequisite: Must be enrolled in the Early College High School at Marshall, completed OnRamps Algebra II or Dual Credit College Algebra**

Advanced Trigonometry is an in-

depth course focused on the study and application of trigonometric concepts including identities, inverse functions, equations, graphing, and solving triangles. Students may also explore advanced topics such as vectors, polar coordinates, and parametric equations. This course is ideal for students preparing for higher-level mathematics or STEM-related fields.

#### **MA552P-MATH FOR BUSINESS DUAL CREDIT**

**1 credit/ 1 Semester/**

**Grade 10-12**

**Prerequisite: Enrollment at P-TECH at WHS**

This course introduces students to mathematical concepts used in business, natural sciences, and social sciences, including set theory, probability, and basic statistics. Students will explore practical applications through topics such as matrices, linear programming, and data analysis. Designed to build quantitative reasoning and problem-solving skills, this course prepares students for college-level math in non-STEM fields.

#### **MA312 - MATH MODELS WITH APPLICATIONS**

**1 credit / Full year course /**

**Grades: 11**

**Pre-requisite: Required Algebra I and Recommended Geometry**

\*\*This is a third credit mathematics course only.\*\* In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve

problems. Students will model and solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will use a variety of representations, tools, and technology to link modeling techniques with mathematical concepts to solve applied problems.

#### **MA552P - P-TECH MATH FOR BUSINESS DC**

**0.5 credit/ 1 Semester /**

**Grades: 11, 12**

Must be enrolled in the P-TECH WHS program. TSI ready in Math, and passed HCC Math 1314

Mathematics for Business and Social Sciences applies algebraic functions—such as polynomial, exponential, logarithmic, and rational—to real-world problems in business, economics, and the social sciences. Topics include financial mathematics (simple and compound interest, annuities), systems of equations, matrices, linear programming, and probability. This course is ideal for students interested in practical applications of math in everyday decision-making and career fields.

#### **MA5551 - COLLEGE ALGEBRA DUAL CREDIT - INDEPENDENT STUDY**

**0.5 credit/ 1 Semester /**

**Grades: 11, 12**

Students review materials covered in Algebra I and Algebra II to establish a base in preparation for the Dual Credit Algebra course.

## COURSE OFFERINGS

### **MA552 - COLLEGE ALGEBRA DUAL CREDIT**

**0.5 credit 1 Semester /**

**Grades: 11, 12**

Topics include quadratics, polynomial, rational, logarithmic, and exponential functions, system of equations, progression, sequences and series, matrices, and determinants. This course can receive HCC 1314 credit.

### **MA556 - ALGEBRAIC REASONING**

**1 credit / Full year course /**

**Grades: 9-12**

**Pre-requisite: Required Algebra I  
and Recommended Geometry**

\*\*This course may be taken as a 3rd year or 4th mathematics credit. However, Mathematical Models with Applications (MMA) cannot be taken after Algebraic Reasoning.\*\* In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling

from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

## **SCIENCE**

### **Biology**

#### **SC321 - BIOLOGY AAC**

**1 credit / Full year course /**

**Grades: 8-12**

This course is for students who are highly motivated and interested in a rigorous science program. AAC Biology covers the biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC Biology will include content and skill developed to prepare students to take AP Biology.

#### **SC322 - BIOLOGY**

**1 credit / Full year course /**

**Grades: 8-12**

Biology is the study of life. This course includes the study of the structures and functions of cells and viruses, metabolism and energy transformations in living organisms, comparative survey of life processes, diversity of life, nucleic acids and genetics, and the interdependence of organisms and their environment. This course allows students to construct their own understanding through an inquiry-based approach. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory.

#### **SC3511 - AP BIOLOGY**

**1 credit / Full year course /**

**Grades: 11, 12**

**Prerequisite: Biology and Chemistry**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this

## COURSE OFFERINGS

course will also prepare for the AP exam in May.

### **SC3513 - AP-BIOLOGY A**

**0.5 credits / 1 Semester /**

**Grades: 11, 12, 10**

**Prerequisite: Biology and Chemistry**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

### **SC3514 - AP BIOLOGY B**

**0.5 credits / 1 Semester / Grades:**

**9 – 12**

**Prerequisite: Biology and Chemistry**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands on

laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

### **SC351T - ONRAMPS BIOLOGY**

**1 credit / Full year course /**

**Grades: 9 – 12**

**Prerequisite: Biology and Chemistry**

Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. \*Note: OnRamps not offered at all campuses.

### **Chemistry**

### **SC331 - CHEMISTRY AAC**

**1 credit / Full year course /**

**Grades: 9 – 12**

**Prerequisite: Biology and Algebra I**

AAC Chemistry covers the Chemistry curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on

and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC Chemistry will include content and skill development to prepare students for AP Chemistry.

### **SC332 - CHEMISTRY**

**1 credit / Full year course /**

**Grades: 9-12**

**Prerequisite: Biology and Algebra I**

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. This course allows students to construct their own understanding through an inquiry-based approach. Students will investigate and apply critical thinking skills to understand how chemistry is an integral part of our daily lives.

## COURSE OFFERINGS

### **SC3613 - AP CHEMISTRY A**

**0.5 credits / 1 Semester / Grades: 9 – 12**

#### **Prerequisites: Chemistry and Algebra II**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires 25 percent of instructional time engages students in lab investigations. Students enrolled in this course will also prepare for the AP exam in May.

### **SC3614 - AP CHEMISTRY B**

**0.5 credits / 1 Semester / Grades: 9-12**

#### **Prerequisites: Chemistry and Algebra II**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. Students enrolled in this course will also prepare for the AP exam in May.

### **SC9111 - ORGANIC CHEMISTRY**

**1 credit / Full year course / Grades: 9 – 12 12**

Organic chemistry subdiscipline involves the scientific study of the structure, properties, and reactions of organic compounds and organic materials. This course focuses on current theories of structure and mechanism in organic chemistry, their historical development, and their basis in experimental observation as well as introduces applications of organic chemistry. This course is designed for the student who intends to continue future study in the sciences.

### **SC332T - ONRAMPS CHEMISTRY**

**1 credit / Full year course / Grades: 9 – 12 1**

#### **Prerequisite: Algebra I**

Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics.

Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. This course replaces the on-level Chemistry course.

\*Note: OnRamps not offered at all campuses.

### **SC361T - ONRAMPS**

#### **CHEMISTRY II**

**1 credit / Full year course / Grades: 9 – 12**

#### **Prerequisite: OnRamps Chemistry I + Lab or AP Chemistry**

Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. The College Chemistry II course continues the development and application of concepts, theories, and laws underlying chemistry that were introduced in Principles of Chemistry I.\*Note: OnRamps not offered at all campuses.

## **ELECTIVES**

### **CHS071 - ANATOMY AND PHYSIOLOGY**

**1 credits / Full year course / Grades: 9 – 12**

Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena and is recommended for students interested in medically related careers. \*This CTE course counts as a science credit.

### **SC122 - AQUATIC SCIENCE**

**1 credit / Full year course / Grades: 9 – 12**

#### **Prerequisite: Biology**

Aquatic Science is a study of the interactions between abiotic and biotic factors in marine and

## COURSE OFFERINGS

freshwater habitats as they relate to the environment. Maintenance of aquaria can be used in solving problems arising in the operation of fisheries, aquatic farms, waste disposal, and sanitation and water supply. Student investigations will emphasize observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab as it relates to aquatic systems.

Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

### **SC152 - ASTRONOMY**

**1 credit / Full year course /  
Grades: 9 – 12**

**Prerequisite: Algebra I and Chemistry or Integrated Physics and Chemistry**

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Computer applications will be used as part of laboratory investigations. Students will be encouraged to

make independent astronomical observations. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical thinking skills.

### **SC411 - AP ENVIRONMENTAL SCIENCE**

**1 credit / Full year course /  
Grades: 9 – 12**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students are required to have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/ or fieldwork investigations. The focus of this course is preparation for successful completion of the AP Environmental Science exam in May.

### **SC392 - EARTH SYSTEMS SCIENCE**

**1 credit / Full year course /  
Grades: 9 – 12**

This course is designed to promote scientific literacy, understanding and experimentation in the field of Earth and Space Science. This course provides an opportunity for students to learn about three aspects of Earth: Earth in space and time, solid Earth, and fluid Earth. Students will study the history of the origin, evolution and properties of Earth and Space including earth systems, planetary systems, and the impact natural and human activities have on these systems. Students will use a variety of resources and laboratory equipment to investigate, analyze and research scientific principles related to these topics. These resources include computer applications, GIS, GPS, telescopes, satellite imagery, remote sensing data, image and video libraries, weather stations, fossil and rock kits, globes, and various models. This is a capstone course designed to build on students' prior scientific knowledge and skills to develop understanding of Earth's system in space and time

### **SC112 - ENVIRONMENTAL SYSTEMS**

**1 credit / Full year course /  
Grades: 9 – 12**

**Prerequisite: Biology**

This course emphasizes the impact of major changes in the environment and critical environmental issues related to

## COURSE OFFERINGS

society and technology. Students will 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. Emphasis of these topics is given to the relationships and responsibilities of humans to their environment and resources in and around their community. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

### **SC312 - INTEGRATED PHYSICS AND CHEMISTRY**

**1 credit / Full year course / Grades: 9 – 12**

IPC integrates the disciplines of physics and chemistry in topics such as force, motion, energy, and matter. The use of technology and laboratory investigations is a primary focus in instruction. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

### **SC391T - ONRAMPS GEOSCIENCE: EARTH, WIND, FIRE**

**1 credit / Full year course /**

**Grades: 9 – 12**

**Prerequisite; Biology or IPC and completion or enrollment in Chemistry**

Students in this dual enrollment course will receive FBISD Earth Science credit with the opportunity to earn college credit through UT Austin. Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live.

\*Note: OnRamps not available at all campuses.

## **Physics**

### **SC342 - PHYSICS**

**1 credit / Full year course /**

**Grades: 9 – 12**

**Prerequisite: 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. This

course allows students to construct their own understanding through an inquiry-based approach.

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 skills.

### **SC342T - ONRAMPS PHYSICS 1**

**credit / Full year course / Grades:**

**9 – 12**

**Prerequisite: Algebra I and Geometry**

**Recommended Prerequisite: Algebra II or Pre-Calculus**

Students in this dual enrollment course will receive FBISD Physics credit with the opportunity to earn college credit through UT Austin. Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. \*Note: OnRamps not available at all campuses.

### **SC3814 - AP-PHYSICS C**

### **ELECTRICITY AND MAGNETISM**

**1 credit / 1 Semester / Grades: 9 – 12**

**Prerequisite: AP Physics C: Mechanics**

Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize in or major in physical science or engineering. The course explores topics such as electrostatics; conductors,

## COURSE OFFERINGS

capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. AP Physics C: Electricity and Magnetism should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 25% of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. The AP Physics C exam is unique in that it is administered as two separate one and one-half hour exams: one in mechanics and the other in electricity and magnetism. A student may choose to take either or both parts and a separate score is reported for each.

### **SC3815 - AP PHYSICS C: MECHANICS**

**1 credit / 1 Semester / Grades: 9 – 12**

**Prerequisite: Have taken or are enrolled in Calculus**

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. AP Physics C: Mechanics should

include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 25% of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. The AP Physics C exam is unique in that it is administered as two separate one and one-half hour exams: one in mechanics and the other in electricity and magnetism. A student may choose to take either or both parts and a separate score is reported for each

### **SC421 - AP PHYSICS I**

**1 credit / Full year course /  
Grades: 9 – 12**

**Prerequisite: Geometry and finished Algebra II or be concurrently enrolled in Algebra II**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course requires that twenty-five percent of instructional time be spent in

hands on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

### **SC431 - AP PHYSICS II**

**1 credit / Full year course /  
Grades: 9 – 12**

**Prerequisite: AP Physics I and have taken or be enrolled in Pre-Calculus**

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

## COURSE OFFERINGS

### **SC9211 - MODERN PHYSICS**

**1 credit / Full year course /**

**Grades: 9 – 12**

Modern physics refers to any branch of physics developed in the early 20th century and onwards, or branches greatly influenced by early 20th century physics. This course includes aspects of physics that cover either quantum mechanics (QM) or Einsteinian Relativity (ER) or aspects of both. During this course, students will gain an understanding of how science works; what motivates it, how initially promising ideas are refuted by continued research, and the consequences of science on other fields and society in general. Students will conduct field and laboratory investigations using safe, appropriate scientific practices, planning experimental procedures, making quantitative measurements, and interpreting and evaluating data to reach and communicate valid conclusions.

### **SC431T - ONRAMPS PHYSICS II**

**1 credit / Full year course /**

**Grades: 9 – 12**

**Prerequisite: Physics, Algebra II and Geometry**

**Recommended Prerequisite: Pre-Calculus and OnRamps or AP Physics I**

Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. This is the second course in a sequence of algebra-based (non-calculus) courses. Students are introduced to the topics of electricity, magnetism, optics, waves, and quantum and

nuclear physics while obtaining practical experience with electrical circuits and optical devices \*Note: OnRamps not available at all campuses.

## **SOCIAL STUDIES**

### **Economics**

#### **SS4511 - AP**

#### **MACROECONOMICS**

**0.5 credits / 1 Semester /**

**Grades: 12**

Students are engaged in a comprehensive exploration of economics and the free enterprise system which involves problem solving and analysis of macroeconomic principles. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

#### **SS4521 - ECONOMICS**

**0.5 credits / 1 Semester /**

**Grades: 12**

This course emphasizes the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international

trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

### **SS4561 - ECONOMICS DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 12, 11**

This advanced level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college level ECON2301 Principles of Macroeconomics, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please

## COURSE OFFERINGS

see “Dual Credit” sections for more information. Community college enrollment requirements, deadlines, and fees apply.

### **SS4562 - ECONOMICS DUAL CREDIT**

**0.5 credits / 1 Semester / Grades: 12**

This advanced level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college level ECON2301 Principles of Macroeconomics, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college.

Please see “Dual Credit” sections for more information. Community college enrollment requirements, deadlines, and fees apply.

### **SS4571 - AP MICROECONOMICS**

**0.5 credits / 1 Semester / Grades: 12**

This course emphasizes the economic principles that apply

to the functions of individual decision makers, both consumers and producers, within the larger economic system. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

### **SS4572 - AP MICROECONOMICS**

**0.5 credits / 1 Semester / Grades: 12**

This course emphasizes the economic principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

### **SS4525 - PERSONAL FINANCE LITERACY & ECONOMICS**

**0.5 credits / 1 Semester / Grades: 12**

The course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address

financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. It provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives. This course satisfies the high school economics graduation requirement.

### **SS4526 - PERSONAL FINANCE LITERACY & ECONOMICS**

**0.5 credits / 1 Semester / Grades: 12**

The course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal

## COURSE OFFERINGS

financial planning terms and concepts. It provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives. This course satisfies the high school economics graduation requirement.

### **SS452T - ECONOMICS ONRAMPS** **0.5 credits / 1 Semester / Grades: 12**

Students in this dual enrollment course will receive FBISD Economics credit with the opportunity to earn college credit through UT Austin. Economics introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and

technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.

\*Note: OnRamps not available at all campuses.

## ELECTIVES

### **SS5821 - AMERICAN HISTORY THROUGH FILM**

#### **0.5 credits / 1 Semester / Grades: 11, 12**

This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems. \*A student can take up to 4 semesters of STSS with different content in each semester.

### **SS931 - ETHNIC STUDIES: MEXICAN AMERICAN STUDIES** **1 credits / Full year course / Grades: 10, 11, 12**

In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but

students will also engage with events prior to the 20th century.

### **SS932 - ETHNIC STUDIES: AFRICAN AMERICAN STUDIES**

#### **1 credits / Full year course / Grades: 10, 11, 12**

In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States. Ethnic Studies.

### **SS9331 - ETHNIC STUDIES: AP AFRICAN AMERICAN STUDIES SEM 1**

#### **0.5 credits / 1 Semester / Grades: 11, 12**

In Ethnic Studies: AP African American Studies, an elective course, students learn about the history and cultural contributions of African Americans through literature, the arts and humanities political science, geography, and science. This course is designed to

## COURSE OFFERINGS

assist students in understanding the contributions and experiences of African American.

### **SS9332 - ETHNIC STUDIES: AP AFRICAN AMERICAN STUDIES SEM 2**

**0.5 credits / 1 Semester / Grades: 11, 12**

In Ethnic Studies: AP African American Studies, an elective course, students learn about the history and cultural contributions of African Americans through literature, the arts and humanities political science, geography, and science. This course is designed to assist students in understanding the contributions and experiences of African American.

### **SS591 – EUROPEAN HISTORY AP**

**1 credits / Full year course / Grades: 10, 11, 12**

The goal of this course is to provide a narrative of events and movements in Europe from 1450 to the present. This will include the period from the High Renaissance to the recent past. In addition, students in this course will develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. This course prepares students for the AP exam in May.

### **SS9221 - GENOCIDE THROUGH MODERN HISTORY**

**0.5 credits / 1 Semester / Grades: 11, 12**

This challenging course provides students with an opportunity to develop an understanding of the history of genocide through the modern times. This course incorporates history, sociology, psychology, international law, current events, debate, and critical thinking. Students will gain insight and use tools necessary to identify the conditions leading to and the stages of genocide. This course will help students develop sympathy and empathy for the victims of genocide while highlighting and understanding history and the role of the international community, as well as possibilities for individuals to affect positive change.

### **SS9222 - GENOCIDE THROUGH MODERN HISTORY**

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This challenging course provides students with an opportunity to develop an understanding of the history of genocide through the modern times. This course incorporates history, sociology, psychology, international law, current events, debate, and critical thinking. Students will gain insight and use tools necessary to identify the conditions leading to and the stages of genocide. This course will help students develop sympathy and empathy for the victims of genocide while highlighting and understanding history and the role

of the international community, as well as possibilities for individuals to affect positive change.

### **SS5811 - HISTORY THROUGH FILM**

**0.5 credits / 1 Semester / Grades: 11, 12**

American History Through Film explores United States History through the lens of Hollywood-produced films. In this course students will engage in critical thinking practices to examine the point of view, bias, accuracy and historiography of the events depicted in film. They will examine the effect artistic choices of film producers, writers, and editor have on the interpretation of the past. Students will examine the effects of storylines, selected facts, appropriate sources and arrangement of this information to critically view the Hollywood approach to History.

### **SS5812 - HISTORY THROUGH FILM**

**0.5 credits / 1 Semester / Grades: 11, 12**

This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems. \*A student can take up to 4 semesters of STSS with different content in each semester.

## COURSE OFFERINGS

### **SS9219 – THE HOLOCAUST**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

This course provides students with an opportunity to develop an understanding of the forces and individuals that caused the Holocaust and the effects that the Holocaust had on the world. Students will engage in critical thinking about the history, government and psychology that brought about the genocide of Jews and other oppressed groups in Nazi Germany, while using social science knowledge and skills to engage in the analysis of complex problems.

### **SS9220 – THE HOLOCAUST**

**0.5 credits / 1 Semester /**

**Grades: 11, 12**

This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems.

### **SS5113 - AAC PSYCHOLOGY: SOCIAL STUDIES RESEARCH METHOD**

**0.5 credits / 1 Semester /**

**Grades: 11, 12, 10**

This course is a corequisite for AP Psychology. It is highly recommended that all students who take this course in the fall will proceed into AP Psychology in the Spring. This course will begin the research process and methodology for AP Psychology studies in human behavior, theories, and philosophies of psychology.

Students will complete research projects and read extensively. The focus of this course is preparation for successful completion of the AP exam in May.

### **SS5121 - PSYCHOLOGY**

**0.5 credits / 1 Semester /**

**Grades: 11, 12, 10**

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

### **SS513 - PSYCHOLOGY DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 11, 12, 10**

This advanced level Psychology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes a study of human behavior, theories, and philosophies of psychology. Successful completion of this course will provide students with college level PSYC-2301 Introduction to Psychology, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college.

### **SS513P - PSYCHOLOGY**

**0.5 credits / 1 Semester /**

**Grades: 10, 11, 12**

**Prerequisite: Must be an Early College High School or Pathway in Technology Student**

This advanced level Psychology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes a study of human behavior, theories, and philosophies of psychology. Successful completion of this course will provide students with college level PSYC-2301 Introduction to Psychology, which is accepted at most Texas colleges and universities, as well as many out of state institutions.

### **SS5111 - PSYCHOLOGY AP**

**0.5 credits / 1 Semester /**

**Grades: 12, 10, 11**

It is highly recommended that students taking this course in the Spring semester enroll in AAC Psychology (SS5113 Social Studies Methods) in the fall. Human behavior, theories, and philosophies of psychology will be studied in depth in this course. Students will complete research projects and read extensively. The focus of this course is preparation for successful completion of the AP exam in May.

### **SS581P - P-TECH LEGAL AND ETHICAL ASPECTS OF HEALTH INFORMATION**

**0.5 credits / 1 Semester /**

**Grades: 11, 12, 10**

Instruction in principles, procedures, and regulations involving legal and ethical

## COURSE OFFERINGS

relationships among physicians, patients, and medical assistants in ambulatory care settings. Must be in the P-TECH program and completed all HCC prerequisite courses.

### **SS532P - P-TECH PERSONAL FINANCIAL LITERACY DC**

**0.5 credits / 1 Semester /  
Grades: 10, 11, 12**

Prerequisite: Student must be enrolled in Pathways in Technology Program at WHS and met all TSI requirements for Math and English

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

### **SS5221 - SOCIOLOGY**

**0.5 credits / 1 Semester /  
Grades: 10, 11, 12**

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

### **SS523 - SOCIOLOGY DUAL CREDIT**

**0.5 credits / 1 Semester /  
Grades: 11, 12, 10**

This advanced level Sociology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the scientific study of human behavior in society and culture. Successful completion of this course will provide students with college level SOCI-1301 Introduction to Sociology, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college.

### **SS922P - TEXAS GOVERNMENT DUAL CREDIT**

**0.5 credits / 1 Semester /  
Grades: 11, 12**

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

Must be enrolled in ECHS at MH, English ready for TSI and successfully passed Engl 1301 or be enrolled in Engl 1301

### **Human Geography/ World Geography**

### **SS437 - AP HUMAN GEOGRAPHY-WORLD GEOGRAPHY**

**1 credits / Full year course /  
Grades: 9, 10**

Considerations: Students who have previously been awarded a WG (World Geography) credit will not be awarded credit for this course. This yearlong course introduces students to the systematic study of patterns and processes that have shaped human understanding, use of, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course awards students a World Geography credit, while preparing students for the AP exam in May. This course fulfills the World Geography credit for graduation; therefore, students will not receive graduation credit for AP Human Geography and World Geography. Students must choose between AP Human or World Geography.

### **SS411 - WORLD GEOGRAPHY AAC**

**1 credits / Full year course /  
Grades: 9, 10, 11, 12**

AAC/GT classes will cover all World Geography TEKS objectives and other topics such as urban geography, environment, globalization, and demographic

## COURSE OFFERINGS

studies. Students will read case studies and develop critical thinking and writing skills necessary for success on future social studies Advanced Placement exams.

Outside reading and independent learning will also be required.

### **SS412 - WORLD GEOGRAPHY**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public

policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

## **GOVERNMENT**

### **SS4411 - US GOVERNMENT AP**

**0.5 credits / 1 Semester /**

**Grades: 12**

Students participate in an in-depth analysis of concepts, issues, and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil rights, civil liberties, and activities of various governmental agencies are examined and evaluated. The focus of this course is preparation for successful completion of the AP exam in May.

### **SS4421 - US GOVERNMENT**

**0.5 credits / 1 Semester /**

**Grades: 12**

In this course, students learn major political ideas and forms of government in history. A significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular

sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

### **SS42T - US GOVERNMENT**

**ONRAMPS**

**0.5 credits / 1 Semester /**

**Grades: 12**

UT OnRamps U.S. Government is a dual enrollment course that introduces students to the foundations, structures, and functions of the American political system. Through college-level curriculum and instruction, students analyze key concepts such as federalism, civil liberties, political participation, and public policy. Successful completion may result in both high school credit and transferable college credit.

## COURSE OFFERINGS

### **SS4461 - US GOVERNMENT DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 12, 11**

This advanced level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college level GOVT2305 American National Government, which is accepted at most Texas colleges and universities, as well as many-out of-state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

### **SS4462 - US GOVERNMENT DUAL CREDIT**

**0.5 credits / 1 Semester /**

**Grades: 12, 11**

This advanced level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as

well as an examination of current governmental issues and events. Successful completion of this course will provide students with college level GOVT2305 American National Government, which is accepted at most Texas colleges and universities, as well as many-out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply

### **SS5611 - AP COMPARATIVE GOVERNMENT & POLITICS**

**0.5 credits / 1 Semester /**

**Grades: 12**

Students in this course compare the governments of various countries to analyze political processes, behaviors, and their consequences. The focus of this course is preparation for successful completion of the AP exam in May. This course does not fulfill the required Government coursework for graduation.

### **US History**

#### **SS431 - US HISTORY AP**

**1 credits / Full year course /**

**Grades: 11, 12**

This Advanced Placement course involves students in a survey of America's history from the colonial period to the present day. Students read extensively from primary and secondary sources, analyze

issues and events, and prepare oral and written presentations and projects based on individual and group research. The focus of this course is preparation for successful completion of the AP Exam in May.

### **SS432 - US HISTORY**

**1 credits / Full year course /**

**Grades: 11**

The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. 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 popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past,

## COURSE OFFERINGS

including multiple points of view and historical context.

### **SS432T - ONRAMPS US**

#### **HISTORY**

**1 credits / Full year course /**

**Grades: 11**

**Prerequisite: English I and II**

UT OnRamps U.S. History offers students a dual enrollment opportunity through the University of Texas at Austin. This rigorous course explores the political, economic, social, and cultural development of the United States from pre-Columbian times to the present. Students engage in college-level historical inquiry, critical thinking, and academic writing while earning high school credit and having the opportunity to earn transferable college credit.

### **SS43D1 - US HISTORY DUAL CREDIT SEMESTER 1**

**0.5 credits / 1 Semester /**

**Grades: 11**

Dual Credit U.S. History is a college-level course that allows high school juniors to earn both high school and university credit while exploring the major political, social, and economic developments in American history. Students engage in critical analysis of historical events through primary sources, academic writing, and discussion. This course prepares students for postsecondary success by building college-ready skills in research, argumentation, and historical thinking.

### **SS43D2 - US HISTORY DUAL**

#### **CREDIT SEMESTER 2**

**0.5 credits / 1 Semester /**

**Grades: 11**

Dual Credit U.S. History is a college-level course that allows high school juniors to earn both high school and university credit while exploring the major political, social, and economic developments in American history. Students engage in critical analysis of historical events through primary sources, academic writing, and discussion. This course prepares students for postsecondary success by building college-ready skills in research, argumentation, and historical thinking.

## **World History**

### **SS422 - WORLD HISTORY**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times 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 and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins

of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

### **SS424 - WORLD HISTORY AP**

**1 credits / Full year course /**

**Grades: 10, 11, 12**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are expected to write for the purposes of interpretation and analysis. The focus of this course is preparation for successful completion of the AP Exam in May.

## COURSE OFFERINGS

### WORLD LANGUAGES

#### Chinese

##### **FL602 - CHINESE I FOR CHINESE SPEAKERS**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

The main objective of this course is to help heritage or native speakers of Chinese to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase the student's proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Chinese. Students are expected to achieve a minimum of intermediate- mid proficiency level by the end of this course, depending upon their beginning level.

##### **FL603 - CHINESE II FOR CHINESE SPEAKER**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

The main objective of this course is to help heritage or native speakers of Chinese to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase the student's proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those

of non-native and non-heritage students of Chinese. Students are expected to achieve a minimum of intermediate- mid proficiency level by the end of this course, depending upon their beginning level.

##### **FL612 - CHINESE I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

##### **FL622 - CHINESE II**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Chinese I**

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The

cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

##### **FL631 - CHINESE III AAC**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Chinese I**

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

## COURSE OFFERINGS

## WORLD LANGUAGES

## French

**FL212 - French I****1 credits / 1 Semester /  
Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible

**FL222 - French II****1 credits / 1 Semester /  
Grades: 9, 10, 11, 12****Prerequisite: French I**

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

**FL231 - French III AAC****1 credits / Full year course /****Grades: 9, 10, 11, 12****Prerequisite: French II**

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

**FL241 - French IV AP****1 credits / Full year course /****Grades: 9, 10, 11, 12 Prerequisite:  
French III AAC**

This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

## German

**FL312 - German I****1 credits / Full year course /****Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

**FL322 - German II****1 credits / Full year course /****Grades: 9, 10, 11, 12****Prerequisite: German I**

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

## COURSE OFFERINGS

## WORLD LANGUAGES

## German

**FL331 - German III AAC****1 credits / 1 Semester /****Grades: 9, 10, 11, 12****Prerequisite: German II**

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP

Language and Culture course and exam. This course is conducted predominantly in the target language.

**FL341 - German IV AP****1 credits / 1 Semester /****Grades: 9, 10, 11, 12 Prerequisite:****German III**

This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam.

## Japanese

**FL512 - Japanese I****1 credits / Full year course /****Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

**FL522 - Japanese II****1 credits / Full year course /****Grades: 9, 10, 11, 12 Prerequisite:****Japanese I**

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

**FL531 - Japanese III AAC****1 credits / Full year course /****Grades: 9, 10, 11, 12 Prerequisite:****Japanese II**

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

**FL541 - Japanese IV AP****1 credits / Full year course /****Grades: 9, 10, 11, 12 Prerequisite:****Japanese III AAC**

This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

## COURSE OFFERINGS

### Latin

#### **FL412 - Latin I**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible

#### **FL422 - Latin II**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12 Prerequisite:**

#### **Latin I**

This course focuses on the development of reading and comprehension skills. Students develop a deeper understanding of the similarities and differences between the Roman world and today's world. The learning of new vocabulary and more grammatical structures is emphasized as reading progresses to longer and more complicated passages. Oral Latin is still used to help students understand reading selections. Word studies continue to be an integral part of learning Latin.

#### **FL431 - Latin III AAC**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite:Latin II**

Language learners in Latin III are expected to reach an advanced low proficiency level upon completion of this course, according to the TEKS for LOTE. The focus of this course is on the development of the skills of reading and comprehension as students read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course will prepare students for Latin IV AP and the College Board Latin Exam.

#### **FL441 - Latin IV AP**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12 Prerequisite:**

#### **Latin III AAC**

AP Latin IV offers students an in-depth study of classical Latin literature, focusing on selected passages from Vergil's Aeneid and Caesar's Commentarii de Bello Gallico. Students develop advanced translation skills, literary analysis, and historical context understanding while preparing for the AP Latin exam. This college-level course emphasizes critical thinking, linguistic precision, and appreciation of Roman culture and rhetoric.

### Sign Language

#### **FL712 – Sign Language I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

Students in ASL I will gain awareness of cultural behaviors of the deaf signing community and participate in group discussions and role-play practices as they work toward achieving a novice-mid to novice-high proficiency level. This course will also include a brief history of ASL, discuss some of the causes of hearing loss, and provide an introduction to American deaf culture and the deaf community. Classes are conducted in the target language for 90 percent of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

#### **FL722 - Sign Language II**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12 Prerequisite:**

#### **Sign Language I**

Students in ASL II will increase awareness of cultural behaviors of the deaf signing community, and work toward achieving a novice-high to intermediate-low proficiency level. Classes are conducted in the target language for 90 percent of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary.

## COURSE OFFERINGS

### Sign Language

#### **FL732 - Sign Language III**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12 Prerequisite: Sign Language II**

Students in ASL III will continue an in- depth study of the cultural behaviors of the deaf signing community and participate in group discussions and roleplay practices as they work toward achieving an intermediate-low to intermediate-mid proficiency level. This course will continue to examine the American deaf culture and history of ASL and will take a closer look at the role of deaf individuals in our society. Classes are conducted in the target language for 90 percent or more of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

### Spanish

#### **FL1021 - Spanish 1 Spanish Speakers**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The main objective of this course is to help heritage or native speakers of Spanish to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level. Candidates will need to be screened for oral and written proficiency in Spanish. This course counts for high school credit and toward the HS GPA and class rank

#### **FL1022 - Spanish 2 for Spanish Speakers**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The main objective of this course is to help heritage or native speakers of Spanish to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level.

#### **FL112 - Spanish I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

## COURSE OFFERINGS

### **FL122 - Spanish II**

**1 credits / 1 Semester /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Spanish I**

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

### **FL131 - Spanish III AAC**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Spanish II**

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

### **FL141 - Spanish IV AP**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Spanish III AAC**

This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

### **FL151 - Spanish V AP**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

**Prerequisite: Spanish IV AP**

Students in Spanish V AP will learn the cultural perspectives of the Spanish-speaking world, along with the practices and products that are a reflection of those perspectives as they read the variety of literary selections required for this course and exam. The course is structured around the following themes: Societies in Contact, the Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and the Dual Nature of Being. Classes are conducted in the target language for 100 percent of the time, with great attention to comprehensible input. This course prepares students for the AP exam in May.

### **FL1022 - Spanish 2 for Spanish Speakers**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The main objective of this course is to help heritage or native speakers of Spanish to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level.

### **FL112 - Spanish I**

**1 credits / Full year course /**

**Grades: 9, 10, 11, 12**

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

## Digital Media Academy

Program of Choice > Professional | Training | Technology

The Digital Media Academy exists to provide students exposure and skills applicable to digital media career pathways and to prepare students for entry-level positions or college career readiness upon completion of the program.

### Sample career opportunities include:

- Digital Marketer Animator
- Web Developer
- Graphic Designer
- Product Developer

### Requirements of the Academy:

- Complete five Digital Media credits
- Enroll in n AAC or above level course all four years
- Enroll in one credit of ACC/AP Computer Science
- Complete all appropriate course certifications
- Senior Graduation Project
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

### Sample Enrichment Activities:

- KHOU tour and viewing of live broadcast
- University of Houston Valenti School of Communication tour
- Regal Theater tour
- Houston Film Commission Presentation
- TSU School of Communication tour

**SAMPLE High School Plan:** The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Digital Media Academy. In addition, you are required to take at least one AAC level or above core course all four years. You must also enroll in one credit of AAC/AP Computer Science.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP. Must enroll in an ACC/ AP course all four years.

	9th	10th	11th	12th
<b>1</b>	AAC English I	AAC English II	AP English III	AP or DC English IV
<b>2</b>	World Geography	World History	US History	US Gov't and AP MacroEcon
<b>3</b>	Algebra I	Geometry	Algebra II	Pre-Calculus
<b>4</b>	Biology	Chemistry	Physics I	Science Elective
<b>5</b>	Language I	Language II	Fine Arts Elective	PE
<b>6</b>	Health and Professional Communication	<b>AAC/AP Computer Science</b>	<b>Graphic Design and Illustration II</b>	<b>Practicum in Graphic Design and Illustration</b>
<b>7</b>	<b>Principles of Arts, A/V Technology, and Communications</b>	<b>Graphic Design and Illustration I</b>	<b>Graphic Design and Illustration II Lab</b>	

For more information, please visit [www.fortbendisd.com/digitalmedia](http://www.fortbendisd.com/digitalmedia).

# Engineering Academy

Program of Choice > Innovation | Design | Construction

The Engineering Academy exists to provide students opportunities to receive in-depth exposure to a specific career pathway in the engineering field.

## Sample career opportunities include:

- Engineer
- Software Developer
- Architect
- Mathematician
- Researcher Analyst
- Scientist Manager

## Requirements of the Academy:

- Complete four Engineering credits
- Enroll in an AAC or above level math and science course all four years
- Enroll in one credit of AAC/AP Computer Science
- Complete the Academy Capstone course (Engineering Design and Development) at the designated time
- Complete 25 volunteer hours per year for a total of 100 by graduation

- Complete 4 enrichment activities per year for a total of 16 by graduation

## Sample Enrichment Activities:

- FBISD's STEAM Fest
- Guest Speakers
- Houston Mini Maker Fair
- Science Engineering Fair
- Engineering Career Fair
- Orthotics and Prosthetics Lab Tour

**SAMPLE High School Plan:** The sample below is for the class of 2024 and beyond. Variations such as involvements in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Engineering Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade. **Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

	9th	10th	11th	12th
<b>1</b>	AAC English I	English II	English III	English IV
<b>2</b>	World Geography	World History	US History	US Gov't and Economics
<b>3</b>	AAC Geometry	AAC Algebra II	AAC Pre-Calculus	AP Calculus
<b>4</b>	AAC Biology	AAC Chemistry	AP Physics I	Science Elective
<b>5</b>	Language I	Language II	Fine Arts Elective	PE
<b>6</b>	<b>AAC/AP Computer Science</b>	Elective	<b>Aerospace OR/AND Civil Engineering</b>	Elective
<b>7</b>	<b>Introduction to Engineering Design</b>	<b>Engineering Science</b>	Elective	<b>Capstone Course: Engineering Design and Development</b>

For more information, please visit [www.fortbendisd.com/engineering](http://www.fortbendisd.com/engineering).

# Elkins High School

## Global Studies Academy

Program of Choice > Develop | Empower | Challenge

The Global Studies Academy exists to equip students to effectively solve the challenges society will face in the future while developing multifaceted global citizens. Students are empowered to become innovative global thinkers.

### Sample career opportunities include:

- International Relations
- Foreign Service Officer
- Public Official
- News Analyst/ Reporter
- Political Science
- Economist
- Public Interest Lawyer
- Global Business

### Requirements of the Academy:

- Complete four consecutive Language Other Than English (LOTE) credits in the same language
- Complete a minimum of 5 social studies credits inclusive of:
  - AAC World Geography or AP Human Geography
  - AP African American Studies or Mexican American Studies or European History
- Complete English AAC, AP, or Dual Credit all four years on campus
- Complete the Academy Capstone course at the designated time
- Complete 25 volunteer hours

**Travis High School** for Classes of 2026 and 2027  
**Kempner High School** for Classes 2028 and Beyond

per year for a total of 100 by graduation

- Complete 4 enrichment activities per year for a total of 16 by graduation

### Sample Enrichment Activities:

- WACH International Career Expo
- SFA Global Citizenship Conference
- Global Issues Summit
- Adopt an Embassy Partnership
- International Festivals
- Annual Charity Walk/Run Events
- Monthly Cultural Presentations
- Baker Institute Events
- Select travel/study abroad

**SAMPLE High School Plan:** Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Global Studies Academy. Students are cohorted in their AAC English I-III AP courses, AAC World Geography or AP Human Geography, and Academy Capstone. Students must complete World History at the host campus during the regular school year.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

	9th	10th	11th	12th
<b>1</b>	AAC English I	AAC English II	AP English III	AP or DC English IV
<b>2</b>	<b>AAC World Geography or AP Human Geography</b>	World History	US History	US Gov't and Econ
<b>3</b>	Algebra I	Geometry	Algebra II	Pre-Calculus
<b>4</b>	Biology	Chemistry	Physics I	Science
<b>5</b>	<b>Language I</b>	<b>Language II</b>	<b>AAC Language III</b>	<b>AP Language IV</b>
<b>6</b>	Health/Speech	Elective	<b>AP African American Studies or Mexican American Studies or AP European History</b>	<b>Academy Capstone</b>
<b>7</b>	Fine Arts	PE	Elective	Elective

For more information, please visit [www.fortbendisd.com/globalstudies](http://www.fortbendisd.com/globalstudies).

## International Business and Marketing Academy

Program of Choice > Integrity | Professionalism | Service

The International Business and Marketing Academy exists to provide students opportunities to develop skills in one of two career pathways, business, or marketing.

### Sample career opportunities include:

- Entrepreneur
- Business Manager
- Marketing Executive
- Sales Manager
- Global Business

### Requirements of the Academy:

- Complete six business and/or marketing credits in the designated sequence on campus
- Complete a minimum of four credits in qualifying advanced course work, inclusive of Macroeconomics (AP or DC)
- Complete all appropriate course certifications
- Complete 25 volunteer hours per year for a total of 100 by graduation

**Travis High School** for Classes of 2026 and 2027  
**Kempner High School** for Classes 2028 and Beyond

- Complete 4 enrichment activities per year for a total of 16 by graduation

### Sample Enrichment Activities:

- FBISD STEAM Fest
- Career Discovery Day
- IY TrepStart Day
- FBISD CTED Series
- Houston Rockets group marketing
- Annual Charity Walk/Run Events
- WACH International Career Expo

**SAMPLE High School Plan:** The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the International Business and Marketing Academy. You are strongly encouraged to take AAC/AP/CN course work in ELA and math. You must plan for a minimum of 4 credits in qualifying advanced coursework. Students are cohorted in select business/marketing courses. Courses/ Pathway are subject to change in the event TEA makes changes to approved courses.

### STUDENTS IN THE CLASSES OF 2026, AND 2027 AT TRAVIS HIGH SCHOOL

	9th	10th	11th	12th
<b>1</b>	English I	English II	English III	English IV
<b>2</b>	World Geography	World History	US History	US Gov't and Economics or PFL and Economics
<b>3</b>	Algebra I	Geometry	Algebra II	Pre-Calculus
<b>4</b>	Biology	Chemistry	Physics I	Science
<b>5</b>	Language I	Language II	Elective	Elective
<b>6</b>	<b>Principles of Business, Marketing and Finance</b>	<b>BIM</b>	<b>Global Business (0.5 credits)/ Virtual Business (0.5 credits)</b>	Elective
<b>7</b>	Fine Arts	<b>Business Law</b>	<b>Business Management</b>	<b>Entrepreneurship</b>

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## MARKETING PATHWAY

	9th	10th	11th	12th
<b>1</b>	English I	English II	English III	English IV
<b>2</b>	Algebra	Geometry	Algebra II	Pre-Calculus
<b>3</b>	World Geography	World History	US History	US Gov't & Economics
<b>4</b>	Biology	Chemistry	Physics I	Science Elective
<b>5</b>	Language I	Language II	Fine Arts	Elective
<b>6</b>	<b>Principals of Business Marketing and Finance</b>	<b>Marketing</b>	<b>Advanced Marketing</b>	<b>Practicum in Marketing</b>
<b>7</b>	PE	<b>Sports Marketing/ Social Media Marketing</b>	Elective	Elective

For more information, please visit [www.fortbendisd.com/ibma](http://www.fortbendisd.com/ibma).

## Math and Science Academy

Program of Choice > Innovation | Logic | Experimentation

The Math and Science Academy exists to provide students opportunities to advance through a specialized series of courses to prepare them for careers in math and science fields.

### Sample career opportunities include:

- Medical Doctor
- Software Developer
- Architect
- Mathematician
- Researcher Analyst
- Scientist Engineer

### Requirements of the Academy:

- Complete a combination of 11 math and science credits
- Enroll in a AAC or above level math and science course all four years (Formerly known as Pre-AP)
- Complete Fundamentals of Computer Science or above (Formerly known as Pre-AP)
- Complete a Senior Graduation Project
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

### Sample Enrichment Activities:

- FBISD's STEAM Fest
- Guest Speakers
- Houston Mini Maker Faire
- Science Engineering Fair
- Science Nights
- Day of Discovery

**SAMPLE High School Plan:** Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Math and Science Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/ AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

	9th	10th	11th	12th
<b>1</b>	English I	English II	English III	English IV
<b>2</b>	World Geography	World History	US History	US Gov't and Economics
<b>3</b>	AAC Geometry	AAC Algebra II	AP Pre-Calculus	AP Calculus
<b>4</b>	AAC Biology	AAC Chemistry	(AP Level) Science Elective	Science Elective (AP or Above Level)
<b>5</b>	Language I	Language II	Fine Arts Elective	PE
<b>6</b>	AAC/AP Computer Science	Elective	Elective	Health and Professional Communications
<b>7</b>	Elective	AP Physics I	Elective	Math or Science Elective (AP or Above Level)

For more information, please visit [www.fortbendisd.com/mathandscience](http://www.fortbendisd.com/mathandscience).

## Medical Science Academy

Program of Choice > Collaboration | Passion | Philanthropy

The Medical Science Academy exists to provide students opportunities to explore world-class medical facilities and position themselves for medical careers.

### Sample career opportunities include:

- Medical Doctor Nurse
- Lab Technician
- EMT
- Medical Researcher
- Forensic Scientist
- Dentist
- Pharmacy Technician

### Requirements of the Academy:

- Complete six Medical Science Academy credits
- Enroll in a AAC or above level science course all four years (Formerly known as Pre-AP)
- Complete all appropriate course certifications
- Complete Practicum at designated time
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

## Hightower High School

### Sample Enrichment Activities:

- University of Texas McGovern School of Medicine tour
- Guest Speakers/Panelists
- TIRR Memorial Hermann tour and presentation
- The Health Museum
- MD Anderson Cancer Center

**SAMPLE High School Plan:** The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Medical Science Academy. **You are required to take at least one AAC level or above science course all four years and highly encouraged to take advanced level math all four years.**

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

## CLASSES OF 2026 AND 2027

	9th	10th	11th	12th
<b>1</b>	English I	English II	English III	English IV
<b>2</b>	World Geography	World History	US History	US Gov't. and Macroeconomics
<b>3</b>	Algebra I	Geometry	Algebra II	Pre-Calculus
<b>4</b>	AAC Biology	AAC Chemistry	AP Biology	<b>Pathophysiology</b>
<b>5</b>	Language I	Language II	Fine Arts Elective	Elective
<b>6</b>	<b>Health and Professional Communications</b>	Elective	<b>Medical Microbiology</b>	Elective
<b>7</b>	<b>Principles of Health Science</b>	<b>Medical Terminology</b>	<b>Anatomy and Physiology</b>	<b>Pharmacology</b>

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## CLASS OF 2028 AND BEYOND, BIOMEDICAL PATHWAY

	9th	10th	11th	12th
<b>1</b>	English I	English II	English III	English IV
<b>2</b>	World Geography	World History	US History	US Gov't & Macroeconomics
<b>3</b>	AAC Geometry	AAC Algebra II	AAC Pre-Cal	AP Calculus
<b>4</b>	AAC Biology	AAC Chemistry	AP Biology	<b>Pathophysiology</b>
<b>5</b>	Language I	Language II	Fine Arts Elective	PE
<b>6</b>	Elective	Elective	<b>Medical Intervention (PLTW)</b>	Elective
<b>7</b>	<b>Principles of Biomedical Science (PLTW)</b>	<b>Human Body (PLTW)</b>	<b>Medical Microbiology</b>	<b>Biomedical Intervention (PLTW)</b>

For more information, please visit [www.fortbendisd.com/medicalscience](http://www.fortbendisd.com/medicalscience).

## Early College High School

Program of Choice

The Early College High School exists to engage students interested in earning up to 60 dual credit hours toward an associate degree at no cost to students, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

### Opportunities include:

- Associate of General Studies in Arts
- Associate of General Studies in Science
- Up to 60 hours of college credit to be used toward a bachelor's degree

## Marshall High School

### Requirements of the Early College High School:

- Pass the Texas Success Initiative Assessment (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

**SAMPLE High School Plan:** Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for Early College High School. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

## MULTIDISCIPLINARY PATHWAY

	9th	10th	11th	12th
<b>1</b>	English I AAC	English II AAC	HCC English 1301/1302 (English III)	HCC English 2322/English IV B
<b>2</b>	Algebra I AAC or Algebra II AAC	Algebra II AAC or Geometry AAC	HCC College Algebra / HCC Trigonometry 1316	HCC Pre-Calculus 2412/ HCC Economics 2301
<b>3</b>	Biology AAC	Chemistry AAC	HCC Biology 1306 (Lab 1106A)/HCC Biology 1407 (Lab 1106B)	HCC Anatomy and Phys I w/Lab/HCC Anatomy and Phys II w/Lab
<b>4</b>	World Geography AAC or AP Human Geography	World History AAC	HCC US History 1302/HCC US History 1302	HCC Federal Gov. 2405/ HCC Texas Gov. 2306
<b>5</b>	Foreign Language I	Foreign Language II	<b>AVID III</b>	<b>AVID IV</b>
<b>6</b>	PE	<b>AVID II</b>	Principals of Health Science	Elective
<b>7</b>	<b>AVID I</b>	Elective	Elective or Geometry AAC	Elective
<b>8</b>	<b>HCC College Transition 1300/ HCC Speech 1315 or POFI 1301</b>	<b>HCC Art History 1303/HCC Art History 1304</b>	Study Hall/Elective	Study Hall/Elective

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## SCIENCE PATHWAY

	9th	10th	11th	12th
<b>1</b>	English I AAC	English II AAC	HCC English 1301/1302 (English III)	HCC English 2322/HCC English 2323 (English IV)
<b>2</b>	Algebra I AAC or Algebra II AAC	Algebra II AAC or Geometry AAC	Geometry AAC or Ind. Studies Math/HCC College Algebra	HCC Sociology 1301/ HCC Economics 2301
<b>3</b>	Biology AAC	Chemistry AAC	HCC Biology 1308/ HCC Biology 1309	HCC Kinesiology 1304/HCC Psychology 2301
<b>4</b>	World Geography AAC or AP Human Geography	World History AAC	HCC US History 1302/ HCC US History 1302	HCC World Cultures 2323/Study Hall
<b>5</b>	Foreign Language I	Foreign Language II	AVID III	AVID IV
<b>6</b>	HCC College Transition 1300/HCC Speech 1315 or POFI 1301	HCC Art History 1303/ HCC Art History 1304	Health	4th Year Science
<b>7</b>	AVID I	AVID II	Elective	Elective
<b>8</b>	PE	Elective	Study Hall/Elective	Study Hall/Elective

For more information, please visit [www.fortbendisd.com/echs](http://www.fortbendisd.com/echs).

## Pathways in Technology: Health Science

### Program of Choice

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

#### Opportunities include:

- Associate of Applied Science in Histotechnology
- Associate of Applied Science in Health Informatics
- Industry certifications
- Up to 60 hours of college credit to be used towards a bachelor's degree

### Hightower High School

#### Requirements of Early College High School:

- Pass the Texas Success Initiative Assessment (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

**SAMPLE High School Plan:** Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for Early College High School. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

### ASSOCIATES OF ALLIED HEALTH A.A.S.

	9th	Summer I	10th	Summer II	11th	Summer III	12th
<b>1</b>	English I AAC	Health	English II AAC	Basic Health Profession Skills (HPRS 1304)	ENG III AAC	Medical Law & Ethics (MDCA 1205)	COMP I & II (ENG 1301, 1302)
<b>2</b>	BIO AAC	Professional Comm.	CHEM AAC		Anatomy & Physiology I & II Lab / Lecture (BIO 2301, 2101, 2302, 2102)	Medical Records for Scribe (MDCA 1372)	Procedures in Clinical Settings (MDCA 1417)
<b>3</b>	ALG I AAC / GEO AAC		ALG II AAC / GEO AAC		US History to 1877 (HIST 1301)		Medical ASSIST Exam Review (MDCA 1254)
<b>4</b>	W. GEO AAC		Intro to Health Professions (HPRS 1201)		US History II (HIST 1302)		Practicum (MDCA 1265)
<b>5</b>	AVID I		Integrated Software App I (ITSC 1309)		Medical Insurance (MDCA 1343)		Medical ASSIST Lab (MDCA 1352)

*Table continues on next page*

6	PE		Medical Terminology (MDCA 1313)		A&P for Medical Assistants (MDCA 1409)		
7	Foreign Language I		AVID II		Pharmacology (MDCA 1448)		
8	Fine Art		Foreign Language II		MED ASSIST INTER Skills (MDCA 1210)  ADMIN Procedures (MDCA 1321)		

For more information, please visit [www.fortbendisd.com/p-tech](http://www.fortbendisd.com/p-tech).

## Pathways in Technology: Computer Programming

Program of Choice

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework, and provide academic and social support.

### Opportunities include:

- Associate of Applied Science Degree in Computer Programming
- Industry certifications
- Up to 60 hours of college credit to be used toward a bachelor's degree

### Requirements of Early College High School:

- Pass the Texas Success Initiative (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

**SAMPLE High School Plan:** Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Pathways in Technology Program. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

**Note:** Advanced Academic Course (AAC) were formerly known as Pre-AP.

	9th	Summer I	10th	Summer II	11th	Summer III	12th
<b>1</b>	English I AAC	HCC DC Art Appreciation (HS Fine Arts Elective)	English II AAC	Algebra II (for students who have not already taken Algebra II)	HCC English Composition 1301 / English III	HCC Coop-Education Programming / Programmer Practicum	English IV
<b>2</b>	World Geography AAC or AP Human Geography		AP World History		AP US History		Government (1 sem) / Economics (1 sem)
<b>3</b>	Algebra I AAC / Geometry AAC		Algebra II AAC / Geometry AAC		HCC DC College Algebra (1 sem) / HCC DC Database Theory & Design		Math for Business DC (1 sem) / HCC DC Advanced Java Programming
<b>4</b>	Biology AAC		Chemistry AAC		Science Elective		Science Elective
<b>5</b>	Language I or Required / Free Elective		Language II or Required / Free Elective		Required / Free Elective		Required / Free Elective

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<b>6</b>	AVID I (1 sem) / Learning Frameworks DC (1 sem)		AVID II		AVID III		AVID IV
<b>7</b>	Required / Free Elective		HCC DC Business Computer Applications (1 sem) / HCC Psychology DC (1 sem)		HCC DC Computer Virtualization (1 sem) / HCC DC Program Fundamentals I (1 sem)		HCC DC Program Fundamentals II (1 sem) / HCC DC Program Fundamentals III (1 sem)
<b>8</b>	Fundamentals of Computer Science or Computer Science AAC		HCC DC Intro to Humanities (1 sem) / HCC Personal Finance (1 sem)		Required / Free Elective		HCC DC Intermediate Web Programming (1 sem) / HCC DC Advanced Web Programming (1 sem)

For more information, please visit [www.fortbendisd.com/p-tech](http://www.fortbendisd.com/p-tech).

9th	10th	11th	12th
	ITSC 1307 - UNIX Operating System I (Fall) Course Code: CST1PA  ITMT 1358 - Windows Client Operating System (Spring) Course Code: CST1PB	ITNW 1425 - Fundamentals of Networking Technologies (Fall) Course Code: CST2P  ITSY 1342 - Information Technology Security (Spring) Course Code: CST3PA	ITSY 2330 - Intrusion Detection Capstone (Fall) Course Code: CST4PA

## Assessment Programs

Students in FBISD participate in a variety of assessment programs. These include national, state and locally developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3 through 8 and five high school courses.

### High School STAAR End of Course Requirements

Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards. Tested subject are Algebra I, Biology, English I, English II, and U.S. History.

EOC's are offered in December, Spring and June.

Students served by special education and who meet specific participation

requirements may be given STAAR-Alternate 2. The ARD committee determines which test is appropriate for the student.

### Credit by Exam With No Prior Instruction

At the high school level, Credit by Exam (CBE) with no prior instruction allows the student to obtain credit for core academic courses. (This option is available only one time for each course.) Award of credit for courses is given if student scores 80 or above on the exam (if administered by semester, average of two exams to meet or exceed 80). Students may use credit by examination to fulfill their course requirements and the score on the CBE will be entered on the transcript. Exams for all academic courses are coordinated through the Accountability, Assessment and Compliance Department. Credit by Exam for World Languages will be offered up to Level 4 for multiple languages. Please see your counselor for full list of languages offered. All test administration information will be available on the Testing page of the district website. Letters describing the CBE process, the difference between With Prior Instruction and No Prior Instruction, study guides and applications will be available on the district website. Course credit earned through credit by exam will not be recognized by NCAA. Students will be awarded regular grade points for credit received through Credit by Exam. However, only passing grades (80 or above) are recorded. Students who are interested in earning credit by examination should see their counselor for approval. Unaccredited Homeschool students are in this category if that have not had homeschool instruction in a course that they are taking a CBE to earn credit.

### Texas English Language Proficiency Assessment System (TELPAS)

Based on Every Student Succeeds Act (ESSA) mandates, the State requires Emergent Bilingual students to be assessed in the following domains of English language in grades K to 12: reading; writing; listening; and speaking. Based on state law and State Board of Education rules, all students in grades 2 to 12 who are identified as Emergent Bilingual (EB) will take the TELPAS Listening/Speaking and the TELPAS Reading/ Writing assessments online. This includes Emergent Bilingual students whose parents have denied the program. EB students served through special education will also participate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement in one or more domains. EB students will participate until they meet the English Proficiency exit criteria. EB students who qualify for STAAR Alt 2 may be administered TELPAS Alt.

## Validation Testing (Credit by Exam with Prior Instruction)

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. Students must have made at least a 60 in the course to take a CBE. This option is available only one time for each course. Only two credits may be earned toward graduation through this method, with the exception of World Language courses. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for these examinations. Students from non-accredited high schools and home-schooling environments will be administered validation tests for the award of credit. These students may exceed the two-unit limit. The grade on the validation test will be recorded on the transcript.

Grade points will be awarded as determined by District guidelines. Students who are interested in earning credit by examination should see their counselor for approval and confirmation. Unaccredited homeschool students are in this category if they have had homeschool instruction in a course that they are taking a CBE to earn credit.

## Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth grade students and the PSAT/NMSQT to all 10th and 11th graders in October each year. Both assessments are aligned with the SAT and provide students with

critical preparation and practice for the SAT, which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy ([www.satpractice.org](http://www.satpractice.org)) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career readiness (CCR) advisor for more information.

which utilizes the district-selected online course provider. Prior to enrollment in a District-approved online or distance learning course, students must submit an application in Skyward for approval by the counselor and/or assistant principal or designee. All FBISD-approved online-learning programs require an application and prior approval.

Course credit will be denied if approval is not granted prior to enrollment in the online course.

### Limitations:

Counselor approval is required for all online courses.

A student may earn a maximum of two high school state-required original credits through out-of-District virtual learning, with TTU K-12 and UTHS.

This limitation does not apply to in-District virtual learning experiences offered on campus or through the TxVSN. Seniors may earn additional credits for credit recovery if approved by the principal or designee.

Students may take a distance learning course from an out-of-District distance provider that requires a state-mandated end-of-course (EOC) assessment with prior approval through the application process and in accordance with the student's graduation plan. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

Enrollment in courses through the TxVSN shall not be subject to limitations the district may impose for other distance learning courses [See EHDE(LEGAL)].

A student may be enrolled in only one online/distance learning course at a time per each online/distance learning class period in their schedule. If a student does not have an online/distance learning class period in their schedule, the student may only register for one semester of remote coursework in addition to their regular schedule. During summer programs students may register for up to 1.0 credit (two semesters) of online coursework through the approved/district providers.

The district online learning program requires all assessments to be proctored on campus.

All prerequisite and grade-level requirements apply.

Extenuating circumstances must be reviewed by campus and/or District staff in order to waive one or more limitations.

#### **Deadlines:**

High school seniors must complete any courses taken through an external online provider and submit the grade report(s) by the end of the fall semester of the year in which graduation is sought.

Students will be required to drop a course or complete online/distance learning courses (coursework and final exam) within deadlines set by the provider.

Students will be given credit for courses taken through an online provider after a copy of the official grade report is submitted by the provider to the principal or designee. Final grade reports that are submitted to district staff by a provider cannot be waived, and grades will be posted to the student's transcript.

#### **Other Requirements:**

- Final exams for online/distance learning courses (FBISD, TTU K-12, TxVSN, and UTHS courses) are required to be taken on District premises in the presence of a District administrator or designee unless other arrangements have been made by the provider.
- All courses recorded on the academic achievement record (high school transcript) shall count toward GPA and class rank using the grades received, with the exception of courses taken on a GPA-exempt basis and, beginning with the class of 2029, any credits earned through virtual learning beyond the first two. These courses shall be weighted by category when calculating GPA. Courses taken in fulfillment of an endorsement shall not be excluded from the GPA.
- All supplies, materials, textbooks, transportation, and course fees are the responsibility of the student or parent.
- All courses taken via an online provider may impact UIL/NCAA eligibility in accordance with FBISD rules and regulations and will be reported to the campus each marking period.

## **Dual Credit**

The Dual Credit program allows eligible high school students in FBISD to take college credit courses provided through Houston Community College (HCC). Students can earn college credit by taking college classes offered at their high schools or select classes at any HCC campus. Currently, dual credit courses are tuition-free through HCC. See next page for approved courses. In addition to college credit, students may earn credit toward their high school graduation requirements by completing dual credit courses.

#### **Eligibility**

High school students may co-enroll in HCC courses once they have:

- Received permission from their parent/ guardian and high school counselor and principal.
- Meet or exceed the required minimum scores on the TSIA, ACT, SAT, PSAT or EOC exams.
- All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.
- College courses taken through dual credit programs are subject to fees and other costs that may include textbooks and specified resources.
- Dual Credit students must apply for admission to HCC, document eligibility for courses selected, and enroll by HCC and FBISD-designated deadlines. Students who do not complete all steps by these deadlines will not be enrolled in dual credit

classes and will be placed in a FBISD core course equivalent.

### FBISD College Level Dual Credit Course Crosswalk

*Important notes regarding Dual Credit courses:*

FBISD offers separate opportunities for students to earn dual credit. Each program may have different requirements and course acceptance to higher education institutions may vary as well. Please consult with your school counselor on which option may be the best fit for your postsecondary plans.

Dual Credit students have a choice between taking an Academic Core Curriculum Pathway or a Career and Technical Education Pathway, and they are not able to take courses in both pathways at the same time. The only exception to this is foreign language courses, which are allowable. Students in an approved Early College High School or P-Tech Program are exempt from this requirement.

If you are interested in earning college credit while in high school, please see your counselor or CCRA advisor.

All Early College and Pathways in Technology Early College High School students at Marshall, Hightower, and Willowridge high schools must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

### HOUSTON COMMUNITY COLLEGE (HCC) DUAL CREDIT CORE COURSES

HCC dual credit courses being offered on an FBISD high school campus are dependent on available and qualified HCC Adjunct staff. Not all courses listed below are available at all campuses.

Please check with your school counselor for available courses at specific high schools.

HCC Course Number	HCC Course	College Hours	FBISD Course Number	FBISD Course	FBISD Credit	FBISD Associated Program	Comment
ECON 2301	Principles of Economics (Macro)	3	SS4561 or SS4562	Economics	0.5	District	Course can be taken on a HS or HCC Campus
EDUC 1300	Learning Framework	3	LP111	College Transitions	0.5	District	Course can be taken on a HS or HCC Campus
ENG 1301	English Composition I	3	EL64D1	English IV A	0.5	District	Must be taught by a FBISD embedded instructor as it is the English IV course
ENG 1302	English Composition II	3	EL64D2	English IV B	0.5	District	Must be taught by a FBISD embedded instructor as it is the English IV course
Huma 1301	Humanities	3	EL431D	Humanities	.5	District	Course can be taken on a HS or HCC Campus
GOVT 2305	Federal Government	3	SS4461 or SS4462	US Government	0.5	District	Course can be taken on a HS or HCC Campus

*Table continues on next page*

HIST 1301	United States History I	3	SS43D1	US History	0.5	District	Must be taught by a FBISD embedded instructor as it is due to History EOC requirement
HIST 1302	United States History II	3	SS43D2	US History	0.5	District	Must be taught by a FBISD embedded instructor as it is due to History EOC requirement
ISTE 1402	Computer Programming - SWIFT	4	TA610	Mobile Application Development	1	District	Course can be taken on a HS or HCC Campus
MATH 1314	College Algebra	3	MA5552	Independent Math Study	1	District	College Credit Awarded in spring semester. Must be taught by FBISD embedded staff due to Independent Study component (MA5551)
PSYC 2301	General Psychology	3	SS513	Psychology	0.5	District	Course can be taken on a HS or HCC Campus
SOCI 1301	Introduction to Sociology	3	SS523	Sociology	0.5	District	Course can be taken on a HS or HCC Campus
SPCH 1315	Public Speaking	3	CAT385	Professional Communications	0.5	District	Course can be taken on a HS or HCC Campus

## **EARLY COLLEGE HIGH SCHOOL DUAL CREDIT COURSES**

Credit awarded through Houston Community College (HCC) and are only available to students enrolled in the Early High School Program at Marshall HS IHE - Institution of Higher Education awarding college credit. All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

<b>FBISD DC Course Number</b>	<b>FBISD Course Title</b>	<b>FBISD Credit</b>	<b>IHE Course Number</b>	<b>IHE Course Title</b>	<b>IHE Course Credit Hours</b>	<b>Eligible Grade Levels &amp; Prerequisites</b>	<b>Comment</b>
EL13P1/ EL13P2	English III	1	ENGL 1301 & ENGL1302	English Composition I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
SS43D1/ SS43D2	US History	1	Hist 1301 & Hist 1302	United States History I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
CST1P/ CST2P	Scientific Research and Design I	1	Biol 1306 & Biol 1309/1406	Intro to Biology I & Biology for Non-Science Majors II or Biology for Science Majors II	6 (If taking 1406, credits will 7)	Open to 11th grade ECHS students only	Only available at ECHS MHS
FA911P/ FA912P	AP Art History	1	ARTS 1303 & ARTS 1304	Art History I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
EL46P1/ EL46P2	English IV	1	ENGL 2322 & 2323	British Literature I & II	6	Open to 12th grade ECHS students only	Only available at ECHS MHS
EL412P	Humanities First Time Taken	1	HUMA 2323	World Cultures	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
PH1111P	Foundations of Physical Fitness	0.5	KINE1304	Personal/Community Health	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
SS922P	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
MA555P	Math Independent Study	0.5	MATH 1316	Trigonometry	3	Open to 11th grade ECHS students only	Only available at ECHS MHS
MA242P	Pre-Calculus	0.5	MATH 2412	Pre-Calculus Math	4	Open to 12th grade ECHS students only	Only available at ECHS MHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOI 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 12th grade ECHS students only	Only available at P-TECH HHS and ECHS at MHS

**PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL  
AT HIGHTOWER HIGH SCHOOL DUAL CREDIT COURSES**

Credit awarded through Houston Community College (HCC) and are only available to students enrolled in the Pathways in Technology School Program at Hightower HS IHE - Institution of Higher Education awarding college credit. All Dual credit students must meet TSIA2 scoring requirements:

Math 950 and English 945 and a 5 on the essay.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comment
CHSO1P	Principles of Health Science A	0.5	HPRS 1201	Introduction to Health Professions	2	Open to 10th grade P-TECH students only	Only available at P-TECH HHS
CBU02P	Touch Systems Data	0.5	POFI 1301	Computer Applications I	3	Open to 10th grade P-TECH students only	Only available at P-TECH HHS
CHS5PA/ CHS5PB	Practicum in Health Science First Time Taken	1	HITT 1166 &HITT 1167 (HITT Students) HLAB 1266 & HLAB 1267 (HISTO Students)	Health Practicum I & II (HITT Students) or HLAB Practicum I &II (HISTO Students)	4	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOI 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CHS02P	Medical Terminology	1	HITT 1305	Medical Terminology	3	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS1PB	Health Science Theory A	0.5	HITT 1345	Health Care Delivery	3	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS11P	Pharmacology	1	HITT 1249	Pharmacology	2	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS06PA	Principles of Health Science B	0.5	HITT 1341	Coding and Classification	3	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS

*Table continues on next page*

CHS13P	Mathematics for Medical Professionals	1	HITT 1255	Health Care Statistics	2	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CHS09P	Pathophysiology	1	HPRS 2201	Pathophysiology	2	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOI 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS and ECHS at MHS
CHS6PB	Health Informatics B	0.5	HITT 2239	Health Information Organization and Supervision	2	Open to 12th grade P-TECH students only	Only available at P-TECH HHS
CST2P	Scientific Research and Design I b	0.5	CHEM 1311/1111	General Chemistry and Lab	4	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CST3PA	Scientific Research and Design II A	0.5	HLAB 1301	Introduction to Histotechnology	3	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CST3PB	Scientific Research and Design II B	0.5	HLAB 1402	Histotechnology I	4	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS

**PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL  
AT WILLOWRIDGE HIGH SCHOOL DUAL CREDIT COURSES**

Credit awarded through Houston Community College (HCC) and are only available to students enrolled in the Pathways in Technology School Program at Hightower HS IHE - Institution of Higher Education awarding college credit. All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comment
FA013P	Art I	1	ARTS 1301	Art Appreciation	3	Open to 9th through 12th grade P-TECH students only	Only available at P-TECH WHS
CBU03P	BIM	1	BCIS 1305	Business Computer Applications	3	Open to 10th through 12th grade P-TECH students only	Only available at P-TECH WHS
EL413P	Humanities First Time Taken	0.5	HUMA 1301	Humanities	3	Open to 10th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST2PA	Computer Science A	0.5	COSC 1436	Program Fundamentals I	4	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST2PB	Computer Science B	0.5	COSC 1437	Program Fundamentals II	4	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CBU02P	Touch System Data	0.5	ISTE 1346	Database Theory and Design	3	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST4PA	Independent Study in Evolving/ Emerging Technologies (First Time Taken) A	0.5	ITNW 1313	Computer Virtualization	3	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST4PB	Independent Study in Evolving/ Emerging Technologies (First Time Taken) B	0.5	COSC 2436	Program Fundamentals III with Java	4	Open to 12th grade P-TECH students only	Only available at P-TECH WHS

## UT OnRamps Dual Enrollment

### OnRamps

The UT OnRamps Dual Enrollment programs allows high school students in Fort Bend ISD to earn high school credit while concurrently potentially earning college credit through the University of Texas at Austin. Currently, OnRamps courses are tuition free through FBISD. See below for current approved courses. \*Note OnRamps courses may not be available on all campuses.

### Eligibility

High school students may enroll in UT OnRamps courses once they have:

Met any prerequisite course requirements aligned with the OnRamps course. See course description for prerequisite requirements.

### FBISD UT OnRamps Course

#### Crosswalk

Important notes regarding OnRamps courses:

FBISD offers separate opportunities for students to earn dual enrollment credit. Each course may have different requirements and course acceptance to higher education institutions may vary as well. Please consult with your school counselor on which option may be the best fit for your postsecondary plans.

they want to accept the college course credit and grade. If a student accepts the UT credit they will receive a UT transcript with the information to provide to colleges they choose to attend.

If you are interested in participating in a UT OnRamps Dual Enrollment course, please see your counselor.

Students will have two separate grades associated with these courses. One grade will be aligned to the FBISD course that aligns with the OnRamps course. The second grade will be the grade earned in the UT portion of the course. Students are given a five-day window in May to decide if

### UT ONRAMPS DUAL ENROLLMENT COURSES

FBISD Course Number	FBISD Course Title	FBISD Credit	UT Course Number	TCCN Course Title	UT Course Title	UT Course Credit Hours	Eligible Grade Levels & Prerequisites
EL142T	ELA IV	1	RHE 306/309	ENGL 1301/1302	Rhetoric	6 (3 per semester)	12th grade. Completion of English I, II, and III
SS452T	Economics	1	ECO 304K	ECON 2302	Economics	3	12th grade No Prerequisites
SC391T	Earth Space Science	1	GEO 302E	N/A	Geoscience: Earth, Wind, and Fire	3	10-12th grade Biology or IPC

*Table continues on next page*

SS432T	US History	1	HIS 315K/315L	HIST 1301/1302	United States History	6 (3 per semester)	11th grade and completion of English I and II
MA232T	Algebra II	1	M 301	MATH 1314	College Algebra	3	11th grade Algebra I and Geometry
MA24T	Pre-Calculus	1	M 305G	MATH 2312	Discovery Precalculus: Preparation for Calculus	3	12th grade Algebra I and II Geometry
MA450T	Statistics	1	SDS 301	MATH 1342	Elementary Statistical Methods	3	11th grade Algebra I, Geometry Recommended Algebra II
SC351T	Biology	1	BIO 311C/106M	BIOL 1306/1106	Introductory Biology I + Lab	4 (3 for lecture, 1 for lab)	11th grade Biology and Chemistry
SC332T	Chemistry	1	CH 301/104M	CHEM 1311/1111	College Chemistry I & Lab	4 (3 for lecture, 1 for lab)	10-12th grade Algebra I
SC361T	OnRamps Chemistry II	1	CH 302/104N	CHEM 1312/1112	Chemistry II & Lab	4 (3 for lecture, 1 for lab)	11-12th grade OnRamps Chemistry I or AP Chemistry
SC342T	Physics	1	PHY 302K/102M	PHYS 1301/1101	Physics I: Mechanics, Heat, and Sound + Lab	4 (3 for lecture, 1 for lab)	11th grade Algebra I, Geometry Recommended Algebra II or Pre-Calculus
SC431T	OnRamps Physics II	1	PHY 302L	PHYS 1302	Physics II: Electromagnetism, Optics, and Nuclear Physics	3	Physics, OnRamps Physics I, AP Physics I, Algebra II, or Geometry. Precalculus recommended.

## Specialized Programs

### AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course.

Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center, facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

A complete list of AVID campuses is available on the Fort Bend ISD website. Students must complete an application and interview with approval by a campus committee in order to be admitted into the AVID Elective Program.

### Evening High School

The Evening High School Program is designed to provide an additional opportunity for students to earn remedial credits toward a high school diploma. For information contact your counselor. The Evening High School Program is located on the Progressive High School campus. Registration approval must be obtained from the home campus counselors' office.

There is a registration fee for each semester course. Partial fee

reductions are available for students who qualify for free or reduced lunch.

### Gifted and Talented (GT) Program

Students may be referred and evaluated for GT services on an annual basis. Each year, there are two GT referral windows, fall and spring.

GT students in grades K to 5 are cluster grouped with GT-trained teachers.

Cluster grouping places a select number of GT students together for instruction.

Grouping gifted students together provides opportunities for them to work with cognitive peers. GT students in grades 6 to 12 are enrolled in AAC and AP English, mathematics, science, and/or social studies courses. AAC and AP courses provide opportunities for rigorous coursework designed to promote higher order thinking and college preparation. GT teachers in all grade levels differentiate the curriculum to meet the needs of their GT students.

### Progressive High School (PHS)

Progressive High School provides high school students ages 16 to 21 an opportunity to earn a diploma in an alternative setting. Students must have 7 credits in order to be considered for PHS fall admission. Students attend classes daily. Admission to PHS is by application only. Transportation is provided. For more information, contact the home campus counselor or assistant principal.

### Summer School

Summer school offers opportunities for students to take remedial courses and/ or courses for original credit. Information will be available in campus counselors' offices after Spring Break. For additional information, please visit the Fort Bend ISD website after Spring Break at [www.fortbendisd.com](http://www.fortbendisd.com).

### Enrichment Programs

Parents may choose to enroll their child in an enrichment program outside of FBISD such as a course, camp or study trip. Some programs advertise credit for their enrichment activities. However, course credit cannot be accepted by FBISD unless the program meets state and FBISD objectives.

If students are seeking course credit, parents should seek approval before participation in any enrichment programs.

### Enrichment Opportunities

Enrichment opportunities are available to students at all levels, allowing them to extend classroom learning, explore their interests, showcase their knowledge and abilities, and build their skills.

Although opportunities may vary from campus to campus, Fort Bend ISD students may become involved in the following enrichment activities:

- Academic Octathlon (9th and 10th grade)
- Academic Decathlon (9th through 12th grade)
- Destination Imagination
- UIL competitions — academics, art, music, dance, speech/ debate, STEM, theatre and athletic.

- SAT and PSAT preparation seminars
- National Merit Review Program
- Literary contests
- Numerous campus clubs, organizations and activities
- Career and Technical Student Organizations (CTSO)
- Student Leadership
- Youth Expanding Service (YES) Program
- Science Fair
- National History Day

### **AAC/AP Courses**

Middle school AAC courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

High school AAC and AP courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies
- World Languages
- Fine Arts
- Computer Science

Other factors to consider include the following:

- AAC courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- AAC/AP is not “all or nothing.” Students may enroll in as many or as few AAC/AP courses as they choose.

- It is possible to move from on-level to AAC/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in sixth and seventh grades. It is possible that additional support may be needed to support the transition to AAC math in middle school.
- Due to the challenging nature of AAC/ AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a C or higher as a semester average.
- Additional support and encouragement are important to help sustain student participation in rigorous classes.

### **Guidelines for Leveling Up to an AAC/AP Course**

1. Students and parents must send a request to the student's counselors requesting a level up to an AAC/AP course.
2. Students may Level Up to an AAC/AP course until Progress Report 1.
3. Students must be enrolled in a course with an equivalent AAC/ AP course to level up into.
4. Students are not allowed to Level Up to an AAC/AP course after Progress Report  
*This is due to the amount of advanced instruction missed by the student in the AAC/AP course.*

### **Guidelines for Exiting a AAC/ AP Course**

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that the exact grade from the weighted class (AAC or AP) shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.

These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in an AAC/ AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.
3. Success in an AAC/AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non-weighted class, the exact grade from the weighted

class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.

4. Students who earn an F in an AAC/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP may lose their AAC/AP class.
5. Students who elect to take an AP class for which there is no on level academic equivalent will be required to remain in the course until the end of the semester. (Credit and grade points will be assessed each semester.) Options for credit for AP courses with no academic equivalent which fulfill a graduation requirement may be limited and may negatively impact the student.

## Special Education

The special education department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Locally developed courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The course sequence for special education students is determined by the ARD committee as the graduation plan for each student is developed.

## Section 504 of the Rehabilitation Act of 1973

It is Fort Bend ISD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Parents who believe that they have a child who may qualify for accommodations or services should contact the child's school counselor or the campus 504 coordinator. Additional information regarding Section 504 can be found on the District website.

## Dyslexia and Related Disorders

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the campus 504 coordinator, diagnostician, school counselor or principal for information on the district's dyslexia program, and information regarding appropriate evaluation for reading disorders. Copies of the FBISD Dyslexia Procedures and the Texas State Dyslexia Handbook in English and

Spanish are available to parents through the FBISD website.

## English as a Second Language

For students who qualify, a comprehensive program in English as a Second Language (ESL) is available. The ESL program provides structured language and content instruction designed to support students who are still acquiring the English language. ESL instruction considers students' learning experiences and cultural backgrounds. ESL is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English.

## ESOL — English for Speakers of Other Languages and Sheltered Reading-Newcomer

ESOL I and II may be substituted for English I and II for students who are identified as Newcomers with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.

The placement into this course is an LPAC decision. Please note that Sheltered Reading I-Newcomer is a companion course for ESOL I and Sheltered Reading II- Newcomer is a companion course for ESOL II.

## College and Career Readiness

### Fort Bend ISD College and Career Readiness

College and Career Readiness Centers and Advisors—Fort Bend ISD is fortunate to provide all the help necessary for postsecondary planning including college searches, financial aid, and SAT/ACT testing.

Helping students achieve their dreams is what we're about! Whether you're a freshman just beginning to explore what to do after high school, or a senior researching the various scholarships and grants available to pay for that specialized certification/ training program or college degree, we have the resources to help. Each high school has a CCR Center and Advisor that are available during the school day. They are available to all students, and parents are welcome, too!

[www.fortbendisd.com/Page/776](http://www.fortbendisd.com/Page/776)

### CCRC Twitter Accounts

AHS @AHS\_CCR  
BHS @broncogoccr  
CHS @CHSCCRCenter  
EHS @CCRElkinsHS  
HHS @HightowerCCR  
KHS @KHSCCRCenter  
MHS @TMHS\_CCR  
RPHS @RPHS\_CCR  
THS @Tracks4Tigers  
WHS@whseagles\_ccr

### Top Ten Gets You In

The Texas public college or university of your choice must automatically admit you if: your grade point average places you in the top 10 percent of your high school class\*\*; you apply no later than two years after graduating from a Texas high school; you submit a completed application before the expiration of any filing deadline established by the college; and you've completed the Foundation High School Program- Distinguished Level of Achievement\*\*. Colleges and universities may also require an essay, letters of recommendation, admissions and placement tests, fees, and an official high school transcript.

For more information, please check with your high school counselor, CCR advisor or an admissions officer at the college or university you wish to attend. \*(Top 6% for UT).

*\*\* While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class.*

### Texas Success Initiative (TSIA2)

Fort Bend ISD administers the TSIA2 to seniors in the spring who have not met the college ready benchmarks on the ACT or SAT. The TSIA2 assessment is required for freshmen entering any Texas public community college or university. This program consists of identified tests, which measure competency in English and mathematics. Students may be exempt from the TSIA2 by scoring well on identified EOC assessments, SAT, or ACT. Refer to the TSIA2 website for more information, [www.theccb.state.tx.us](http://www.theccb.state.tx.us).

### Scholastic Aptitude Test (SAT) and American College Test (ACT)

The SAT and ACT are national tests used by many colleges as entrance requirements. They consist of components in reading, writing and math. The ACT also includes sections on scientific reasoning. Fort Bend ISD offers students access to these programs and various methods to prepare for them.

### Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth and ninth grade students and the PSAT/ NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other

scholarship opportunities. College Board has partnered with Khan Academy ([www.satpractice.org](http://www.satpractice.org)) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or College and Career Readiness Advisor for more information.

### Services for Students with Disabilities

Some students with documented disabilities are eligible for accommodations on College Board exams. Students cannot take the ACT/ SAT, SAT Subject Tests, PSAT/NMSQT, PSAT 10, or AP exams with accommodations unless their request for accommodations has been approved by ACT and/or the College Board Services for Students with Disabilities (SSD). School accommodations are not College Board accommodations, and students do not qualify automatically. Use of testing accommodations without College Board approval results in cancellation of scores. See your counselor for more information about how to apply for accommodations.

### Accommodations for the PSAT 8/9

Since the purpose of the PSAT 8/9 is to receive baseline information on college and career readiness, students are encouraged to try the test without accommodations.

Accommodations for the PSAT/ NMSQT that students take in 11th grade for National Merit Scholarship

must be approved by College Board. There is no guarantee that the accommodations your student utilizes now for PSAT 8/9 will be approved for the PSAT/NMSQT. However, if your student currently receives testing accommodations and you would like to request for the PSAT 8/9, please contact your Campus Assessment Coordinator or counselor. Large print, braille, extended time, and small group are eligible accommodations for the PSAT 8/9.

### National Collegiate Athletic Association (NCAA)

For the most up-to-date and accurate information regarding NCAA eligibility requirements, check the NCAA website, [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

#### Core Courses

NCAA Division I and II require 16 core courses

NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement to meet initial eligibility requirements for competition.

Beginning August 1, 2016: It will be possible for a Division I college-bound student- athlete to still

receive athletics aid and the ability to practice with the team if he or she fails to meet the core-progression course requirements, by meeting academic red shirt status (see NCAA website for full details).

#### Test Scores

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low-test score, you need a higher GPA to be eligible. Find more information about sliding scales at [www.ncaa.org/sports/2014/11/21/test-scores.aspx](http://www.ncaa.org/sports/2014/11/21/test-scores.aspx).

Take the ACT or SAT as many times as you want before you enroll full time in college but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send the NCAA all your scores and they will use the best scores from each test section to create your sum score. The NCAA accepts official scores only from the ACT or SAT and won't use scores shown on your high school transcript (if applicable).

#### Grade Point Average (GPA)

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.ncaa.org/sports/2015/1/23/grade-point-average.aspx](http://www.ncaa.org/sports/2015/1/23/grade-point-average.aspx)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice, and competition during the first year.

Division I GPA required to receive athletics aid and practice on or before August 1, 2016, is 2.000.

Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300.

The Division II core GPA requirement is 2.200 on or after August 1, 2018.

Remember, the NCAA GPA is calculated using NCAA core courses only.

### 16 Core-Course Rule

#### DIVISION I—16 CORE COURSES:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language or comparative religion/philosophy)

#### DIVISION II—16 CORE COURSES:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/ physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language or comparative religion/ philosophy)

#### Internet, Distance Learning and Independent Study

Courses that are taught through distance learning, online, credit recovery, etc. need to be comparable in length, content and rigor to courses taught in a traditional classroom setting. Students may not skip lessons or test out of modules. These courses may satisfy NCAA core-course requirements if all of the following conditions are satisfied:

- the course meets all requirements for a course as defined by Bylaw 14.3.1.2;
- the instructor and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

- the instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;
- the student's work (e.g., exams, papers, assignments) is available for evaluation and validation;
- evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;
- the course includes a defined time period for completion;
- and the course is acceptable for any student and is placed on the high school transcript.

### Academic Excellence

FBISD recognizes students who excel scholastically by providing Academic Excellence Awards similar to those awarded for UIL competitions in Athletics or Fine Arts. FBISD follows UIL guidelines in disbursing these awards. Current UIL guidelines state that students may receive one (1) major award during their high school tenure.

11th and 12th grade students who meet the criteria for an Academic Excellence Award will receive an academic letter if they have not already earned one for another activity. Students are responsible for purchasing their own jackets, sweaters, or blankets. 10th grade students who meet the criteria will receive a plaque. An awards assembly will be held in the fall to recognize tenth, eleventh and

twelfth grade students who met the following academic criteria the previous school year. (Note: Each campus is responsible for identifying and notifying eligible students for the Academic Excellence Program).

### **Requirements for Academic Excellence Award**

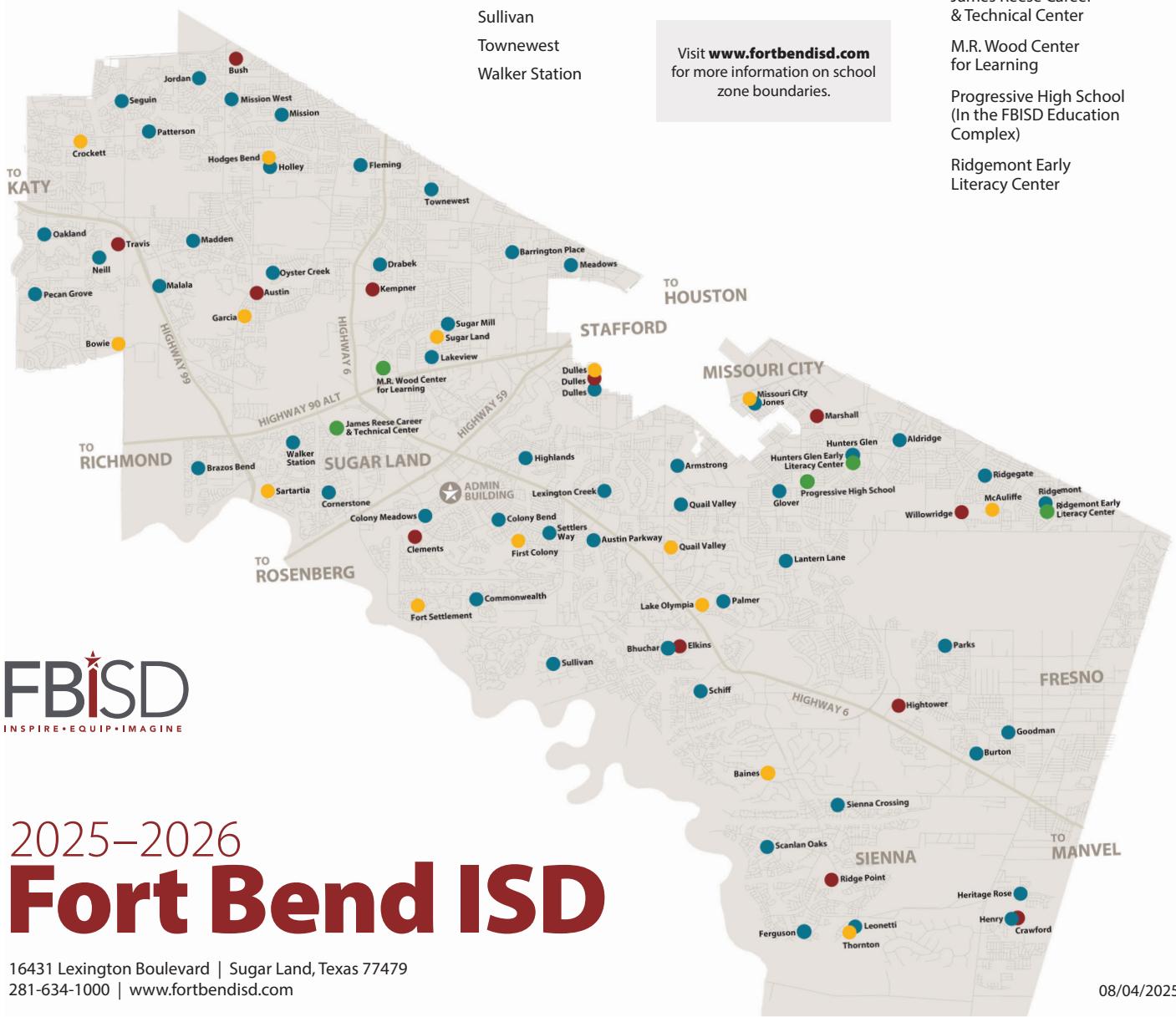
A student must earn a 90 or above grade point average from the previous school year with no semester grade below a 75. In addition, students may not have an Incomplete (INC), No Grade (NG), or Failed (F) on their Academic Achievement Record.

The grade point average must be 90 and above and is not rounded up. For example, a grade point average from the previous school year of 89.75 is not rounded up to 90 and would not qualify for the Academic Excellence Award.

Any senior who did not earn an Academic Excellence Award for the 11th grade year may be eligible for this award by earning a 90 GPA or above with no semester grade below 75 for the fall semester of his/her senior year. In this case, the award will be presented at the Spring Senior Award Program.

## Elementary Schools

Aldridge	Glover	Mission West
Armstrong	Goodman	Neill
Austin Parkway	Henry	Oakland
Barrington Place	Heritage Rose	Oyster Creek
Bhuchar	Highlands	Palmer
Brazos Bend	Holley	Parks
Burton	Hunters Glen	Patterson
Colony Bend	Jones	Pecan Grove
Colony Meadows	Jordan	Quail Valley
Commonwealth	Lakeview	Ridgegate
Cornerstone	Lantern Lane	Ridgemont
Drabek	Leonetti	Scanlan Oaks
Dulles	Lexington Creek	Schiff
Ferguson	Madden	Seguin
Fleming	Malala	Settlers Way
	Meadows	Sienna Crossing
	Mission	Sugar Mill



## Middle Schools

Baines	Austin
Bowie	Bush
Crockett	Clements
Dulles	Crawford
First Colony	Dulles
Fort Settlement	Elkins
Garcia	Hightower
Hodges Bend	Kempner
Lake Olympia	Marshall
McAuliffe	Ridge Point
Missouri City	Travis
Quail Valley	Willowridge

## High Schools

Hunters Glen Early Literacy Center
James Reese Career & Technical Center
M.R. Wood Center for Learning
Progressive High School (In the FBISD Education Complex)
Ridgemont Early Literacy Center

2025-2026  
**Fort Bend ISD**



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**FORT BEND INDEPENDENT SCHOOL DISTRICT**  
16431 Lexington Blvd. Sugar Land, Texas 77479 | (281) 634-1000 | [fortbendisd.com](http://fortbendisd.com)

The Fort Bend Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions.

The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)