Students and Parents,

The information presented in this Course Catalog can be extremely valuable to secondary school students and their parents. Charting a course through high school and beyond is of critical importance to the individual and should be attended to with utmost care. Thus, it is important to keep this material for future reference. Be aware that, because this material is published in the preceding school year, some changes in procedure, policy or course offerings may be required. Students and parents will receive updated information if that occurs.

The contents of this handbook are not contractual, and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.
High School Course Selection Catalog

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Robstown Independent School District

Board of Trustees

Oscar Lopez .................................................................................................................. President
Eva Orona ......................................................................................................................... Vice President
Bertha Roldan .................................................................................................................. Secretary
Hector M. Lopez ............................................................................................................... Assistant Secretary
Richard Gonzalez ......................................................................................................... Board Member
Lori Ann Flores-Garza .................................................................................................... Board Member
Baldemar Torres, III ........................................................................................................ Board Member

Central Administration

Dr. Jose H. Moreno ........................................................................................................... Superintendent of Schools
Diana L. Silvas ................................................................................................................... Deputy Superintendent
Dr. Daniel Ceballos ......................................................................................................... Assistant Superintendent of Student Support Services
Lorena Ceballos ................................................................................................................ Executive Director of Curriculum and Instruction
Kelsey Cook ...................................................................................................................... Direct or Human Resources and Public Relations
Lee Roy Gonzalez ............................................................................................................. Director of Maintenance and Operations
Nina Conway .................................................................................................................... Chief Financial Officer
Richard Gonzalez .......................................................................................................... Director of Technology
Pamela Kwiatkowski ......................................................................................................... Director of Special Education
Delma Salinas .................................................................................................................. Coordinator of Student Services

Robstown Early College High School Administrative Team

Sylvia Romero .................................................................................................................... Principal
Esmi Limon ....................................................................................................................... Assistant Principal
Letty Garza ...................................................................................................................... Assistant Principal
Tony Bonilla ...................................................................................................................... Director of Early College
Luzdivina Gonzalez ......................................................................................................... Early College Counselor
Tanya Olmeda .................................................................................................................. Counselor
Deanna Garza .................................................................................................................. Counselor
ROBSTOWN ISD

VISION
Inspiring life-long learning by providing limitless opportunities for success.

MISSION
Empowering individuals today to prepare for tomorrow.

CORE
Integrity—doing what is right even when no one is looking.
Responsibility—taking ownership of one’s actions and attitudes by being reliable and dependable.
Positive Relationships—creating a mutual and meaningful connection with individuals who support and encourage success.
Respect—having a sense of self-worth and being mindful of others.
Leadership—motivating and inspiring oneself and others.

MOTTO
“Knowing every student by name and need.”
The Community

Robstown Independent School District is in the center of Nueces County. The District encompasses 84 square miles. The Robstown ISD is joined in the north by Calallen Independent School District, in the Northeast by the Tuloso-Midway Independent School District, in the Southeast by the West Oso Independent School District, in the south by the Bishop Independent School District and in the west by Banquete Independent School District.

The Robstown Independent School District has eight campuses that serve approximately 3600 students in Pre-Kindergarten through grade 12. There are two secondary schools, including one high school and one Junior High School and five elementary schools. The district is approximately 98% Hispanic, 1% white and 1% African American.

The city of Robstown, Nueces County, Texas was established in 1907. Robstown lies in the Coastal Bend area, 10 miles west of Corpus Christi. Main highways run in four directions -- north and south, U.S. Highway 77 (Canada to Mexico). East and west, State Highway 44 (Corpus Christi to Laredo.) The prairie land of Robstown was promoted as a prime area for farmers in the early part of the century. Prospective farmers came on excursion trains called the Blackland Specials. Many liked what they saw and stayed to develop one of the nation’s largest cotton and vegetable farming areas. In more recent times, Robstown has become the cotton and maize center of the Coastal Bend.

Robstown is part of the Coastal Bend. Our neighbor to the east is Corpus Christi. This puts us very close to a large metropolitan area and the wonderful sandy beaches of the Coastal Bend.

Admission

A student enrolling at Robstown Early College High School should report to the registrar’s office accompanied by parent(s) or guardian(s) with the documents listed below:

- Proof of residency in the district (lease agreement, proof of home ownership, utility bill, etc.)
- A copy of the student's birth certificate.
- Complete immunization records from a previous school.
- A copy of the student's academic record from the previous school.
- A copy of his/her TAKS/STAAR (EOC) Confidential Student Report for the most recent test administration (Texas students).
- A copy of his/her social security card.

Denial of Credit

Students must be in attendance at least 90 percent of the time a class is in session to receive credit. (Texas Education Code 25.092) When a student’s attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing.

A campus attendance review committee shall hear all cases where a student’s attendance has fallen below the 90 percent threshold, and an appeal has been filed in writing. In order to receive credit, the attendance review committee may assign one or more alternative learning activities to make up work missed, or credit lost.
Registration and Schedule Changes

It is very important that students give serious consideration to next year’s class requests. Course choices and a commitment to a Program of Study are made in the spring for the following fall semester. Freshmen students who wish to change his/her Program of Study can do so in the spring semester. Student enrollment must be completed prior to 10:00 am and will not be held during state assessments. Athletics is a full year commitment. Students enrolling in athletics will remain in that course for the entire year unless medical reasons require a schedule change.

The Skyward platform is used to generate all student schedules. Requests for schedule changes in the fall will only be honored for the following reasons:

- There is a computer error.
- Student failure in a prerequisite course.
- The courses you requested are not being offered because of insufficient number of requests or need to level courses
- If you are entering or exiting a Pre-AP/AP/Dual Credit/Dual Enrollment class.
- Irresolvable conflicts.

All necessary schedule changes should be completed before the first day of class. If a student must drop a class, a schedule change form must be secured and signed by the parent, teacher, or counselor. All schedule requests must be considered and fulfilled in compliance with the 90% attendance rule.

Grading System

The grading system for Robstown Early College High School is based on a 100-point scale. Grades will be recorded numerically in electronic grade books, report cards, and transcripts.

An examination of course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy, as determined by the Board of Trustees. The board’s decision may not be appealed.

Students in grades 9-12 will receive credits and grade points by semester average. At the end of each semester, credits will be awarded in compliance to course curriculum and/or memorandums of understanding (MOU). Courses that fall below passing standards will be reviewed and considered for credit recovery.

Report cards will be issued to parents each six weeks. Six Weeks grades will be figured by the daily grade average weighing 60% and test grade average weighing 40%. Additional specificity on grading system see Grading Guidelines on district website.

Semester Exams will be administered at the end of the Spring Semester for year-long courses and at the end of all one semester courses. Semester exams will count 20% of the course average for the semester.

Exemptions are followed in accordance to the Semester Exam Exemption Policy for the current school year.
Grade Classification

According to University Interscholastic League (UIL) rule, at the beginning of each school year, a student must have earned a minimum number of credits in core curricular subjects in order to establish a grade classification and be eligible to participate in UIL activities at the beginning of the school year. The number of credits for classification and eligibility are listed below:

- Senior: 18 credits (Robstown I.S.D.)
- Junior: 12 credits
- Sophomore: 6 credits
- Freshman: 0 credits

Awarding Credit

- Credit will be awarded when earned.
- Credits will be awarded in compliance with course curriculum and/or memorandums of understanding (MOU) and meeting state attendance requirements.
- Students may earn credit for these courses through Credit by Exam with prior instruction if they make a 70 or above. Without prior instruction the student must make 80 percent or above. The exam grade will appear on the student’s transcript and will not be included in the GPA.

Grade Point Average and Rank in Class

Students in grades 9-12 will be ranked at the end of the first semester. Seniors will be officially ranked for graduation purposes at the end of the fifth (5th) six weeks of the senior year. High school credits that are earned in middle school will be included in the averaging for ranking purposes. Senior students will receive final averages posted to their transcripts at the end of the sixth six weeks for purposes of final transcripts. End of Course (EOC) assessment scores shall not be included in class rank calculations. (Board Policy EIC Local)

Transfer students coming from within the United States, numerical grades will be recorded exactly as they appear on the transcript and alphabetical grades will be given the numerical equivalent according to the grade scale of the sending school. If no grade scale is provided by the sending school, the following conversion scale will be used:

- A 95
- B 85
- C 75
- D 70
- F 60

Additionally, for students coming from state accredited schools within the United States, if a grade of 60-69 is indicated as passing, credit will be given.
ACADEMIC ACHIEVEMENT
CLASS RANKING

Note: The following provisions shall apply to students beginning with the graduating class of 2020.

Consistent Application for Graduating Class
The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation
The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below.

The calculation shall include failing grades.

Exclusions
The calculation of class rank shall exclude grades earned in any local credit course, any course for credit recovery, any traditional correspondence course, any course earned in a home school, or through credit by examination, with or without prior instruction.

Weighted Grade System
The District shall categorize and weight eligible courses as Advanced Placement (AP)/Dual Credit, Pre-Advanced Placement, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

AP/Dual Credit
Eligible AP and dual credit courses shall be categorized and weighted as Advanced Placement/Dual Credit courses.

Pre-AP
Eligible Pre-AP courses shall be categorized and weighted as Pre-AP courses.

Regular
All other eligible courses shall be categorized and weighted as Regular courses.

The District shall record unweighted numerical grades on student transcripts.

Transferred Grades
When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

Local Graduation Honors
For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law [See EIC(LEGAL)]
Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two full school years prior to attaining senior status; and

2. Have completed the foundation program with at least one endorsement.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the thousandths place, the District shall count the number of dual credit courses taken by each student involved in the tie to determine recognition as valedictorian or salutatorian.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

GRADE POINT TABLE

CLASS OF 2016 AND THEREAFTER

<table>
<thead>
<tr>
<th>Alpha Grade</th>
<th>Numeric Grade</th>
<th>AP/Dual Credit Classes</th>
<th>PAP/Adv. (AEIS) Classes</th>
<th>Regular Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>6.50</td>
<td>6.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A</td>
<td>99</td>
<td>6.40</td>
<td>5.90</td>
<td>4.90</td>
</tr>
<tr>
<td>A</td>
<td>98</td>
<td>6.30</td>
<td>5.80</td>
<td>4.80</td>
</tr>
<tr>
<td>A</td>
<td>97</td>
<td>6.20</td>
<td>5.70</td>
<td>4.70</td>
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<tr>
<td>A</td>
<td>96</td>
<td>6.10</td>
<td>5.60</td>
<td>4.60</td>
</tr>
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<td>A</td>
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<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>B</td>
<td>80</td>
<td>4.50</td>
<td>4.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Graduation Requirements (students entering high school in 2014 and thereafter)

A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program (22 credits) specified in §74.12 of this title and the curriculum requirements for at least one endorsement (26 credits) specified in §74.13 of this title (relating to Endorsements). A student may graduate under the Foundation High School Program without earning an endorsement if, after the student’s sophomore year: (1) the student and the student’s parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and (2) the student’s parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Foundation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>*Math</td>
<td>3 (*Distinguished Level of Achievement requires 4)</td>
</tr>
<tr>
<td>*Science</td>
<td>3 (*Distinguished Level of Achievement requires 4)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

*Distinguished Level of Achievement

A student may earn a Distinguished Level of Achievement by successfully completing:
- A total of four credits in mathematics, which must include Algebra II
- A total of four credits in science
- The Foundation High School Plan requirements
- The curriculum requirements for at least one Endorsement

A student must earn Distinguished Level of Achievement to be eligible for top 10% automatic admission.

Performance Acknowledgements for Students Graduating on the Foundation Plan

Dual Credit

A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance in a dual credit course by successfully completing:
- 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 state 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
**Bilingualism and Bi-literacy**

A student may earn a performance acknowledgment in bilingualism and bi-literacy by demonstrating proficiency in accordance with local school district grading policy 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:
  1. 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
  2. Demonstrated proficiency in the Texas Essential Knowledge and Skills 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
  3. Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  4. Demonstrated proficiency in one or more languages other than English through one of the following methods:
     1. A score of 3 or higher on a College Board AP exam for a language other than English; or
     2. A score of 4 or higher on an AP exam for languages other than English course; or
     3. 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 to earn a performance acknowledgment in bilingualism and bi-literacy, an English language learner must also have:

5. Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
6. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

**AP Test**

A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance on a College Board advanced placement test by earning a score of 3 or above on a College Board advanced placement examination.

**PSAT, SAT, ACT**

A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance on the PSAT®, the SAT®, or the ACT® by:

1. 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 College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
2. Achieving the college readiness benchmark score on at least two of the four subject tests on the ACTPLAN® examination
3. Earning a combined critical reading and mathematics score of at least 1310 on the SAT®; or
4. Earning a composite score on the ACT® examination of 28 (excluding the writing sub score)

Earning a nationally or internationally recognized business or industry certification

A student may earn a performance acknowledgment on the student’s diploma and transcript for a nationally or internationally recognized business or industry certification that shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated 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; or
- A state agency or other government entity; or

A state-based industry association:
Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students; and
- Represent a student’s substantial course of study and/or end-of-program knowledge and skills; and
- 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.
# DISTINGUISHED Level of Achievement Personal Graduation Plan

**Arts and Humanities**  
**Grades 9-12**

## Student Information
- **Name:**  
- **ID:**  
- **Graduation Date:**

### Distinguished Level of Achievement (25 Credits Required)
- **English Language Arts** - 4 credits
  - English I
  - English II
  - English III
  - Additional English

- **Mathematics** - 4 credits
  - Algebra I
  - Geometry
  - Algebra II
  - Additional Math

- **Social Studies** - 3 credits
  - World History or World Geography
  - US History
  - Government
  - Economics

- **Science** - 4 credits
  - Biology
  - IPC/Chem/Physics
  - Additional Science
  - Additional Science (or other approved elective)

- **Language Other Than English (LOTE)** - 2 credits
  - Year 1
  - Year 2

- **Fine Arts** - 1 credit

- **Physical Education (PE)** - 1 credit

### Electives - 7 credits

### Endorsement Options
- Choose 1 Arts and Humanities option below and identify the courses listed in Column 1 used to satisfy option requirements.
- **English Option** - 7 credits
  - 4 Foundation English + 3 additional English credits selected from approved list
  - English I
  - English II
  - English III
  - Additional English
  - English elective 1
  - English elective 2
  - English elective 3

- **Fine Arts (FA) Option** - 4 credits
  - 1 Foundation Fine Arts + 3 additional Fine Arts credits selected from approved list
  - Foundation FA
  - FA elective 1
  - FA elective 2
  - FA elective 3

- **Social Studies (SS) Option** - 5 credits
  - 3 Foundation Social Studies + 2 additional Social Studies credits from approved list
  - World Hist. or World Geog.
  - U.S. History
  - Government/Economics
  - SS elective 1
  - SS elective 2

- **Language Other than English (LOTE) Option** - 4 credits
  - 2 Foundation LOTE + 2 additional LOTE credits selected from approved list
  - Year 1
  - Year 2
  - LOTE elective 1
  - LOTE elective 2

### Testing Requirements
- **STAAR / EOC Exams**
  - English I
  - English II
  - Algebra I
  - US History
  - Biology

*Passing scores are required for graduation

### College Planning

**PLANNING**

**I plan to apply to the following college(s):**

- 
- 

**Performance Acknowledgments**

- **Industrial Certification**
- **Dual (College) credit**
- **Bilingualism/In-Literacy**
- **Outstanding performance on Advanced Placement exam**
- **Outstanding performance on PSAT, PLAN, SAT, or ACT**

**After I graduate, I plan to**

- 
- 

### Sample Four Year Plan Work Area

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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*Intervention classes will be assigned based on STAAR test scores

**Student Signature:** ___________________________ **Date:** ___________

**Parent Signature:** ___________________________ **Date:** ___________

**Counselor Signature:** ___________________________ **Date:** ___________
# Arts and Humanities Course Sequences

<table>
<thead>
<tr>
<th>Options</th>
<th>Requirement</th>
<th>Course #</th>
<th>Course Name</th>
<th>Advanced CTE Course?</th>
<th>Weighted GPA?</th>
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</table>
**DISTINGUISHED LEVEL OF ACHIEVEMENT PERSONAL GRADUATION PLAN**

**Multidisciplinary Studies**

**Grades 9-12**

**Student Name:** ___________________________  **ID#:** ___________________________  **Graduation Date:** ___________________________

### ENDORSEMENT OPTIONS

Choose 1 Multidisciplinary option below and identify the courses listed in Column 1 used to satisfy option requirements.

- **4 x 4 Option - 4 Credits**
  - **English IV**
  - Additional Math ____________
  - Additional Social Studies ____________
  - Chemistry and/or Physics ____________
  - Additional Science ____________

**Additional Career and Technical Education (CTE) Option - 4 credits**

- Advanced CTE Course 1
- Advanced CTE Course 2
- Advanced CTE Course 3
- Advanced CTE Course 4

### TESTING REQUIREMENTS

- **STAAR / EOC Exams**
  - English I: ____________
  - English II: ____________
  - Algebra I: ____________
  - US History: ____________
  - Biology: ____________

*Passing scores are required for graduation*

### COLLEGE PLANNING

- **Testing**
  - PLAN (10th Grade)
  - PSAT (10th/11th Grade)
  - TSI (9th-12th Grade)
  - SAT (11th/12th Grade)
  - ACT (11th/12th Grade)

I plan to apply to the following college(s):

**PERFORMANCE ACKNOWLEDGMENTS**

- Industrial certification
- Dual (College) credit
- Bilingualism/illiteracy
- Outstanding performance on Advanced Placement exam
- Outstanding performance on PSAT, PLAN, SAT, or ACT

After I graduate, I plan to

**SAMPLE FOUR YEAR PLAN WORK AREA**

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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*Intervention classes will be assigned based on STAAR test scores*

**Student Signature:** ___________________________  **Date:** ___________________________

**Parent Signature:** ___________________________  **Date:** ___________________________

**Counselor Signature:** ___________________________  **Date:** ___________________________
## Multidisciplinary Studies Course Sequences

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<th>Requirement</th>
<th>Course #</th>
<th>Course Name</th>
<th>Advanced CTE course</th>
<th>Weighted GPA</th>
<th>Grade Level(s)</th>
<th>Credit</th>
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</table>

### Advanced Course Option

- **Agriculture, Food Natural Resources**
  - 5760 | Livestock Production | Yes | No | 11 - 12 | 1 |
  - 5762 | Advanced Animal Science | Yes | Yes | 11 - 12 | 1 |

- **Business Management**
  - 5705 | Business Information Management II | Yes | No | 10 - 12 | 1 |
  - 5704 | Business Management | Yes | No | 11 - 12 | 1 |

- **Hospitality & Tourism**
  - 5739 | Intro to Culinary Arts | Yes | No | 11 - 12 | 2 |

- **Health Science**
  - 5708 | Practicum in Health Science | Yes | No | 11 - 12 | 2 |
  - 5709 | Practicum in Health Science II | Yes | No | 12 | 2 |

- **Human Services**
  - 5738 | Cosmetology I | Yes | No | 11 - 12 | 3 |
  - 5748 | Cosmetology II | Yes | No | 11 - 12 | 3 |

- **Manufacturing**
  - 5790 | Welding | Yes | No | 11 - 12 | 2 |
  - 5791 | Welding, Advanced | Yes | No | 12 | 2 |
  - 5792 | Engineering Mathematics | Yes | Yes | 11 - 12 | 1 |
  - 5793 | Principles of Applied Engineering | Yes | Yes | 11 - 12 | 1 |
  - 5794 | AC / DC Electronic | Yes | Yes | 11 - 12 | 1 |
  - 57950 | Occupational Safety Environment | Yes | Yes | 11 - 12 | 1 |

### College Level Course

- **Four (4) credits in College Board Advanced Placement or dual credit courses, selected from English, Math, Science, Social Studies, Economics, Languages other than English, or Fine Arts**
  - 5107 | English III AP | No | Yes | 11 | 1 |
  - 5109 | English IV Advanced Placement | No | Yes | 12 | 1 |
  - 5405 | World History Advanced Placement | No | Yes | 10 - 12 | 1 |
  - 5406 | U.S. History Advanced Placement | No | Yes | 11 - 12 | 1 |
  - 5408 | US Government Advanced Placement | No | Yes | 12 | 0.5 |
  - 5410 | Macroeconomics Advanced Placement | No | Yes | 12 | 0.5 |
  - 5418/5415 | Psychology/Dual Credit Psychology | No | No/Yes | 11 - 12 | 0.5 |
  - 5418/5414 | Sociology/Dual Credit Sociology | No | No/Yes | 11 - 12 | 0.5 |
  - 5207 | Calculus AB Advanced Placement | No | Yes | 11 - 12 | 1 |
  - 5623 | Spanish Language Pre AP | No | Yes | 11 - 12 | 1 |
  - 5633 | Spanish Language Dual Credit | No | Yes | 11 - 12 | 1 |

*See course guide for approved dual credit courses*
# Distinguished Level of Achievement Personal Graduation Plan

## Business and Industry

**Grades 9-12**

### Student Name: ____________________  ID#: ____________  Graduation Date: ____________

#### Program of Studies:
- [ ] Animal Science
- [ ] Business Management
- [ ] Cybersecurity
- [ ] Carpentry
- [ ] Refining and Chemical Processes
- [ ] Welding
- [ ] Culinary Arts
- [ ] Web Development

### Distinguished Level of Achievement (26 Credits Required)

**English Language Arts — 4 credits**
- [ ] English I
- [ ] English II
- [ ] English III
- [ ] Additional English

**Mathematics — 4 credits**
- [ ] Algebra I
- [ ] Geometry
- [ ] Algebra II
- [ ] Additional Math

**Social Studies — 3 credits**
- [ ] World History OR World Geography
- [ ] US History
- [ ] Government
- [ ] Economics

**Science — 4 credits**
- [ ] Biology
- [ ] IPC/Chem/Physics
- [ ] Additional Science
- [ ] Additional Science

**Language Other Than English (LOTE) — 2 credits**
- [ ] Year 1
- [ ] Year 2

**Fine Arts — 1 credit**
- [ ]

**Physical Education (PE) — 1 credit**
- [ ]

**Electives — 7 credits**
- [ ]
- [ ]
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- [ ]
- [ ]

*Can be applied to an endorsement coherent sequence

### Endorsement Options

Choose 1 Business and Industry option below and identify the courses listed in Column 1 used to satisfy option requirements.

**Career and Technical Education (CTE)**

Option 4 credits in a coherent sequence, including two courses in the same career cluster and one advanced CTE course

- [ ] 2 Foundation Elective credits (if CTE) + 2 additional credits selected from approved list
- [ ] CTE Elective 1
- [ ] CTE Elective 2
- [ ] CTE Elective 3
- [ ] Advanced CTE Elective

### Testing Requirements

**STAAR / EOC Exams**
- [ ] English I:
- [ ] English II:
- [ ] Algebra I:
- [ ] US History:
- [ ] Biology:

* Passing scores are required for graduation

### College Planning

**Testing**
- [ ] PLAN (10th Grade)
- [ ] PSAT (10th/11th Grade)
- [ ] TSI (9th-12th Grade)
- [ ] SAT (11th/12th Grade)
- [ ] ACT (11th/12th Grade)

I plan to apply to the following college(s):

- [ ]
- [ ]
- [ ]

### Performance Acknowledgments

- [ ] Industrial certification
- [ ] Dual (College) credit
- [ ] Bilingualism/bi-literacy
- [ ] Outstanding performance on Advanced Placement exam
- [ ] Outstanding performance on PSAT, PLAN, SAT, or ACT

After I graduate, I plan to

- [ ]
- [ ]
- [ ]

### Sample Four Year Plan Work Area

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*Intervention classes will be assigned based on STAAR test scores

**Student Signature:** __________________________  **Date:** ____________

**Parent Signature:** __________________________  **Date:** ____________

**Counselor Signature:** __________________________  **Date:** ____________
## Business and Industry Course Sequences

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<tr>
<th>Career Cluster</th>
<th>Program of Study (POS)</th>
<th>Years in POS</th>
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<th>Course Name</th>
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<th>Weighted GPA?</th>
<th>Grade Level(s)</th>
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<td>Practicum in Construction Technology</td>
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<td>No</td>
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</table>

Career Preparation may be substituted in any sequence if work site is connected to previous courses taken, but may not be considered "final course in sequence" and may not replace an advanced CTE course.
## Distinguished Level of Achievement Personal Graduation Plan

Science Technology, Engineering and Mathematics Endorsement
Grades 9-12

### Student Name: ____________________________  ID#: ____________________________  Graduation Date: ____________________________

### Distinguished Level of Achievement (26 Credits Required)

- **English Language Arts — 4 credits**
  - [ ] English I
  - [ ] English II
  - [ ] English III
  - [ ] Additional English

- **Mathematics — 4 credits**
  - [ ] Algebra I
  - [ ] Geometry
  - [ ] Algebra II
  - [ ] Additional Math

- **Social Studies — 3 credits**
  - [ ] World History OR World Geography
  - [ ] US History
  - [ ] Government
  - [ ] Economics

- **Science — 4 credits**
  - [ ] Biology
  - [ ] Chemistry
  - [ ] Physics
  - [ ] Additional Science

- **Language Other Than English (LOTE) — 2 credits**
  - [ ] Year 1
  - [ ] Year 2

- **Fine Arts — 1 credit**
  - [ ]

- **Physical Education (PE) — 1 credit**
  - [ ]

* **Electives — 7 credits**
  - [ ]
  - [ ]
  - [ ]
  - [ ]
  - [ ]
  - [ ]
  - [ ]

*Can be applied to an endorsement coherent sequence

### Endorsement Options

Choose 1 STEM option below and identify the courses listed in Column 1 used to satisfy option requirements.

- **Career and Technical Education (STEM) Option — 4 credits**
  - 2 Foundation Elective credits (if CTE) + 2 additional credits selected from approved list
  - CTE Elective 1 ________________________
  - CTE Elective 2 ________________________
  - CTE Elective 3 ________________________
  - Advanced CTE Elective 4

- **Math Option — 5 credits**
  - 2 Foundation Math + 2 additional Math credits selected from approved list
  - Algebra I __________
  - Geometry __________
  - Algebra II __________
  - Additional Math __________
  - Math Elective __________

- **Science Option — 5 credits**
  - 3 Foundation Sciences + 2 additional Science credits selected from approved list
  - Biology __________
  - Chemistry __________
  - Physics __________
  - Additional Science __________
  - Science Elective __________

- **Combination Option — 9 credits**
  - 3 Foundation Math & 3 Foundation Sciences + 3 additional credits from two of the above options selected from approved list
  - Algebra I __________
  - Geometry __________
  - Algebra II __________
  - Biology __________
  - Chemistry __________
  - Physics __________
  - STEM/Math/Science __________
  - STEM/Math/Science __________
  - STEM/Math/Science __________

### Testing Requirements

- **STAAR / EOC Exams**
  - [ ] English I: __________
  - [ ] English II: __________
  - [ ] Algebra I: __________
  - [ ] US History: __________
  - [ ] Biology: __________

  *Passing scores are required for graduation

### College Planning

- **Testing**
  - [ ] PLAN (10th Grade)
  - [ ] PSAT (10th/11th Grade)
  - [ ] TSI (9th-12th Grade)
  - [ ] SAT (11th/12th Grade)
  - [ ] ACT (11th/12th Grade)

- **I plan to apply to the following college(s):**

### Performance Acknowledgments

- [ ] Industrial certification
- [ ] Dual (College credit
- [ ] Bilingualism/bi-literacy
- [ ] Outstanding performance on Advanced Placement exam
- [ ] Outstanding performance on PSAT, PLAN, SAT, or ACT

### After I graduate, I plan to

### Sample Four Year Plan Work Area

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*Intervention classes will be assigned based on STAAR test scores

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<th>Options</th>
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<th>Course Name</th>
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<th>Weighted GPA?</th>
<th>Grade Level(s)</th>
<th>Credit</th>
<th>College Hours</th>
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<tbody>
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<td><strong>Mathematics</strong></td>
<td>Five (5) credits in mathematics, including Algebra I, Geometry, Algebra II and two (2) additional math courses for which Algebra II is a perquisite</td>
<td>5220/5203</td>
<td>Algebra I/Algebra I pAP (required)</td>
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<td>5202/5203</td>
<td>Algebra II/Algebra II pAP (required)</td>
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<td>Biology / Biology pAP (required)</td>
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In addition to Algebra I, Geometry, Algebra II, Biology, Chemistry and Physics, a coherent sequence of three additional credits from no more than two of the options above (CTE, Mathematics, or Science)
### Distinguished Level of Achievement (26 Credits Required)

- **English Language Arts** — 4 credits
  - English I
  - English II
  - English III
  - Additional English

- **Mathematics** — 4 credits
  - Algebra I
  - Geometry
  - Algebra II
  - Additional Math

- **Social Studies** — 3 credits
  - World History OR World Geography
  - US History
  - Government
  - Economics

- **Science** — 4 credits
  - Biology
  - IPC/Chem/Phys
  - Additional Science
  - Additional Science

- **Language Other Than English (LOTE)** — 2 credits
  - Year 1
  - Year 2

- **Fine Arts** — 1 credit
  - 

- **Physical Education (PE)** — 1 credit
  - 

- **Electives** — 7 credits
  - 
  - 
  - 
  - 
  - 
  - 

*Can be applied to an endorsement coherent sequence*

### Endorsement Options

Choose 1 Public Services option below and identify the courses listed in Column 1 used to satisfy option requirements.

- **Career and Technical Education (CTE)** Option — 4 credits
  - 2 Foundation Elective credits (if CTE) + 2 additional credits selected from approved list
  - CTE Elective 1
  - CTE Elective 2
  - CTE Elective 3
  - Advanced CTE Elective 4

### Testing Requirements

- **STAAR / EOC Exams**
  - English I:
  - English II:
  - Algebra I:
  - US History:
  - Biology:

*Passing scores are required for graduation*

### College Planning

**Testing**

- PLAN (10th Grade)
- PSAT (10th/11th Grade)
- TSI (9th - 12th Grade)
- SAT (11th/12th Grade)
- ACT (11th/12th Grade)

I plan to apply to the following college(s):

### Performance Acknowledgments

- Industrial certification
- Dual (College) credit
- Bilingualism/bin-literacy
- Outstanding performance on Advanced Placement exam
- Outstanding performance on PSAT, PLAN, SAT, or ACT

### After I Graduate, I Plan to

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*Intervention classes will be assigned based on STAAR test scores*

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<th>Grade Level(s)</th>
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<td>Practicum in Health Science – EKG/ PHLB</td>
<td>Yes</td>
<td>No</td>
<td>11 - 12</td>
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<td></td>
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<td>5310</td>
<td>Anatomy &amp; Physiology</td>
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<td>No</td>
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<td>5708</td>
<td>Practicum in Health Science – CNA</td>
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<td>PrinHUSR</td>
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<td></td>
<td>2</td>
<td>5743</td>
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<td>Child Guidance</td>
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<td>Local P.D.S.</td>
<td>Cosmetology</td>
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<td>5772</td>
<td>Principles of Cosmetology Design and Color Theory</td>
<td>No</td>
<td>No</td>
<td>9 - 12</td>
<td>1</td>
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<td>Introduction to Cosmetology</td>
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<td></td>
<td></td>
<td>4</td>
<td>5748</td>
<td>Cosmetology II w/ Lab</td>
<td>Yes</td>
<td>No</td>
<td>12</td>
<td>3</td>
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Early College High School, Dual Credit, and Dual Enrollment Programs

The Dual Credit and Dual Enrollment programs at Robstown Early College High School are cooperative partnerships between the Robstown Independent School District (RISD) and Del Mar College and Coastal Bend College (CBC), and University of Texas (UT) enabling high school students in the RISD to receive college credits while completing the requirements for high school graduation. Students who meet specific eligibility requirements are permitted to enroll in those DMC/CBC/UT courses specified in the dual credit/dual enrollment schedules. The student will earn credit toward high school graduation and college credit concurrently. See your counselor for details about this program.

Del Mar College Continuing Education Certification Courses:
- Nurse Aide for Health Care and NURA 1060 Nurse Aide - Clinical (Certified Nurse Aide)
- Electrocardiography (EKG)
- Phlebotomy
- Patient Care Tech
- Medical Assistant

Student Eligibility Requirements
To be eligible to participate in the Early College High School Program a prospective student must have submitted all applications by deadlines. Any student who participates in the Dual Credit/Dual Enrollment offerings post initial high school enrollment will be considered a Dual Credit/Dual Enrollment student, not an Early College participant. To be eligible to earn dual credit in either program, students must meet each of the following criteria:

1. Must have approval of the high school counselor.
2. Must meet Del Mar College, Coastal Bend College, and University of Texas admission procedures and the high school application procedures:
   - Must have TSI test scores or ACT, SAT, which prove exemption from TSI.
   - TSI: Must score at college level in the area required for dual credit courses unless exempt using ACT or SAT (see your counselor for scores).
   - Complete the Apply Texas application online for either DMC or CBC.
   - An official high school transcript to the appropriate Admissions and Registrar’s Office.
   - An up to date immunization record that provides documentation of a meningitis vaccination within five years of the 10 days prior to the first day of college classes.
   - The Dual Credit Registration Form which must be signed by the student, parent/guardian, high school counselor, high school principal, and a DMC or CBC Academic Advisor.
**ASSESSMENT LEVELS CHARTS**

### Reading

<table>
<thead>
<tr>
<th>TEST</th>
<th>LEVEL 1 DEVELOPMENTAL (R1)</th>
<th>LEVEL 2 DEVELOPMENTAL (R2)</th>
<th>LEVEL 3 COLLEGE (R3)</th>
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<tr>
<td>TSI Assessment</td>
<td>341 and Below</td>
<td>342-350</td>
<td>351+</td>
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<tr>
<td>ACT (Reading)</td>
<td>0-14</td>
<td>15-18</td>
<td>19+</td>
</tr>
<tr>
<td>SAT taken prior to March 2016 (Reading)</td>
<td>200-419</td>
<td>420-499</td>
<td>500+</td>
</tr>
<tr>
<td>SAT taken on or after March 5, 2016 (Evidence Based Reading and Writing)</td>
<td>200-402</td>
<td>403-479</td>
<td>480+</td>
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</table>

### Writing and English

<table>
<thead>
<tr>
<th>TEST</th>
<th>LEVEL 1 DEVELOPMENTAL (E1)</th>
<th>LEVEL 2 DEVELOPMENTAL (E2)</th>
<th>LEVEL 3 COLLEGE (E3)</th>
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<tr>
<td>TSI Assessment</td>
<td>Essay 0-3 and 353 and Below</td>
<td>Essay 0-3 and 354+</td>
<td>Essay 4 and 340+ or Essay 5 and ABE Diagnostic of 4+</td>
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<tr>
<td>ACT (English)</td>
<td>0-14</td>
<td>15-18</td>
<td>19+</td>
</tr>
<tr>
<td>SAT taken prior to March 2016 (Reading)</td>
<td>200-419</td>
<td>420-499</td>
<td>500+</td>
</tr>
<tr>
<td>SAT taken on or after March 5, 2016 (Evidence Based Reading and Writing)</td>
<td>200-402</td>
<td>403-479</td>
<td>480+</td>
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### Mathematics

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<th>TEST</th>
<th>(M0)</th>
<th>(M1)</th>
<th>(M2)</th>
<th>(M3)</th>
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<tbody>
<tr>
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<td>335 and Below</td>
<td>336-345</td>
<td>346-349</td>
<td>350+</td>
</tr>
<tr>
<td>ACT (Mathematics)</td>
<td>0-12</td>
<td>13-15</td>
<td>16-19</td>
<td>20+</td>
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<td>SAT taken prior to March 2016 (Mathematics)</td>
<td>200-310</td>
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<td>460-499</td>
<td>500+</td>
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<tr>
<td>SAT taken on or after March 5, 2016 (Mathematics)</td>
<td>200-329</td>
<td>330-486</td>
<td>487-529</td>
<td>530+</td>
</tr>
</tbody>
</table>

**Does not apply for UT Bridge or On Ramps.**

**Awarding of Credit**

DMC/CBC/UT will be translated into numerical grades in accordance with 19 TAC Numerical grades earned in the dual-credit courses will become part of the student’s permanent high school record and will be included on the official academic achievement record (transcript). The grades will be calculated into the student’s high school grade point average and will count in determining rank-in-class. It is imperative that the college/university official websites be checked for all drop
deadlines. Dropping a Dual Credit OR Dual Enrollment course while in high school will not count as one of the six allowed college drops for partnering colleges/universities.

Students with disabilities, including learning disabilities who wish to request accommodations in class, should request with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements can be made. In accordance with federal laws, a student requesting special accommodations must provide documentation (most recent assessment, not ARD or IEP) of their disability to the SSD coordinator. It is the responsibility of the student to contact the SSD; otherwise, accommodations will not be made.

www.coastalbend.edu/specialneeds
https://delmar.edu/offices/disability/
https://diversity.utexas.edu/disability

Tests for College Bound Students

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)
The PSAT/NMSQT, a short form of the Scholastic Aptitude Test (SAT), measures critical reading, mathematical and writing reasoning abilities. It serves four purposes:

- allows students to compare their academic abilities with other college-bound students at their specific grade level,
- familiarizes students with the SAT,
- shows the student areas in which he/she may need to concentrate additional preparation before taking the SAT, and
- allows college-bound juniors to compete for National Merit Scholarships.

The test is offered only in October and should be taken by all college-bound juniors. Freshmen and sophomores, especially those taking Pre-AP courses, are encouraged to take the test for practice.

To make the best possible use of PSAT/NMSQT results, review the Score Report Plus to determine how you performed on each type of question. Noting the kinds of mistakes made and using the personalized information in the new report can help you identify your areas of weakness and assist you in focusing your future SAT preparation.

ASVAB
The ASVAB Career Exploration Program is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career-planning tools designed to help students explore the world of work. It is a free test, intended for students in the 11th and 12th grades, developed by the Department of Defense to help high school students across the nation learn more about career exploration and planning.

College Admission Tests

Different colleges require different admission tests. To find out which tests are required, you should check the catalogs or websites of any colleges to which you plan to apply. All colleges require the scores of either the Texas Success Initiative (TSI), American College Testing Program (ACT), or the Scholastic Aptitude Test (SAT).
Application forms for the tests are available in the guidance office of Robstown Early College High School. Students are encouraged to apply online at www.collegeboard.com or www.actstudent.org. It is the student's responsibility to have the scores sent directly to the colleges of your choice from the testing agency.

**TSI (Texas Success Initiative) PLEASE READ CAREFULLY!**
All students must take the TSI (Texas Success Initiative) or be exempted from the test BEFORE enrolling in most CBC and all DMC college-level coursework, including dual-credit courses. Students may be exempted from the TSI test by making the following qualifying scores on the SAT or ACT:

- SAT - 500 math, 500 verbal, composite score 1070
- ACT - 19 verbal, 19 math, composite score 23
- EOC scores (vary by college/university)
- PSAT (vary by college/university)

**ACT + Writing (American College Testing Program)**
Most colleges use ACT scores as part of their admissions requirement. The ACT assessment covers four subject areas: English, Mathematics, Social Studies, Natural Science and a written essay. The scores are reported for each subject area plus a composite score. The composite score ranges from 1-36. The admission score varies among the colleges. The ACT is offered six times a year. It is recommended that students take the test near the end of the junior year or early in the senior year. (Visit www.act.org.)

**SAT Reasoning (Scholastic Aptitude Test)**
Most four-year colleges use SAT scores as part of their admissions requirement. The SAT covers three parts: Critical Reading, Mathematics and a Test of Standard Written English. The admission score varies among the colleges. If you plan to attend college, you are encouraged to take the test at the end of the junior year or early in the senior year. The SAT is given seven times a year at a number of test centers in and around Corpus Christi. A student can score a possible 800 points on each test for a possible 2400. (Visit www.collegeboard.com)

**Does not apply to UT Bridge and On Ramps Programs.**

**Promotion Standards**

**GRADES 9-11**
1. Students must meet minimum expectations (passing standard) for all state assessments (example: STAAR/EOC)
2. Credits required for grade level classification:
   - Sophomore (10th): 6 to 11.5 credits and entering second year in an accredited high school
   - Junior (11th): 12-17.5 credits and entering third year in an accredited high school
   - Senior (12th): 18 or more credits, entering at least third year in an accredited high school, and declaring intent to graduate the current school year

**GRADE 12**
- Students must meet all state and local graduation requirements
- All versions of STAAR/EOC

**AS A PARENT/GUARDIAN, YOU CAN ENSURE YOUR CHILD’S SUCCESS IN THE FOLLOWING WAYS:**
- Ensure your child attends ALL classes daily.
• Review and discuss your child’s grades on Skyward regularly.
• If your child takes Dual Credit OR Dual Enrollment, encourage your child to share their assignments and grades regularly.
• Encourage your child to develop good study habits.
• Note test dates on your home calendar.
• Make sure your child gets a good night’s rest and eats a normal breakfast before testing.
• Encourage your child to do the best work possible.
• Confer with teachers on a regular basis for progress reports.
• Encourage your child to take responsibility for homework and class study.
• Do not send your child to school if illness is apparent.
• Praise your child for work done well.
Internet Resources

Robstown Independent School District................................................................. www.robstownisd.org

ACT .......................................................................................................................... www.actstudent.org
College entrance exam information with education and career planning options

PSAT, SAT, AP – College Board.............................................................................. www.collegeboard.org
PSAT, SAT, AP information with emphasis on preparing students for college

Texas Success Initiative (TSI)................................................................................... www.accuplacer.org

College for All Texans ............................................................................................. www.collegeforalltexans.com
Project of the Texas Higher Education Coordinating Board

Occupational Outlook Handbook............................................................................. www.bis.gov/oco
Accurate and up-to-date descriptions of all major jobs with job growth projections

Scholarships ............................................................................................................ www.fastweb.com
   www.scholarshipsforhispanics.com
   www.scholarships.com
   www.everychanceeverytexan.org

College Majors ....................................................................................................... www.mymajor.com
   www.myroad.collegeboard.com/myroad
   www.myfuture.com
   www.cdr.state.tx.us/realitycheck

List of internet addresses (URL) is NOT an endorsement of the content.
Planning Your High School Program

You have a unique opportunity to make some decisions that will influence your future. The planning of your high school program is an important transition in your life. This process does not need to be overwhelming, but it should be taken seriously. Keep in mind that the decisions you make with regard to your high school program will affect the rest of your life.

There are specific Program of Study plans designed to prepare students for post-high school experiences: college, business or technical school, military service, fine arts, immediate employment and many others. These programs of study allow you to choose the one that is best suited to your needs. In the following pages you will see the graduation requirements and the graduation plans that are available to you. There is also information relating to career planning that you may find helpful along with the Program of Study. Lastly, you will find a description of the courses offered along with any information on prerequisites or grade level placement. Please take some quality time to make a serious effort in planning your future.

Special Notes

1. A full year, one-period course consisting of two semesters would be equivalent to one credit. One semester equals one-half credit.
2. The four-digit numbers which appear to the left of each course title correspond to a course code on the sheet which is used for advising and course selection.
3. Fall Marching Band will substitute for PE credit in the Fall semester only. Spring Concert Band will not qualify for PE credit.
4. Students who have successfully completed High School credit courses in summer school prior to entering high school or in the 8th grade will receive high school credits and grade points.
5. The NCAA does not recognize high school courses taught in junior high. Since taking these courses in junior high enables students to take higher level courses in high school that are approved by the NCAA, junior high enrollment in high school credit courses should not be considered a problem for any student seeking to enter college athletic programs. (see appendix for NCAA Freshmen-Eligibility Standards)
6. For more information, visit https://web1.ncaa.org/eligibilitycenter/common/or call the NCAA Eligibility Center at 877-262-1492.
7. Listing of a course description in this publication does not guarantee that the course will be taught during the 2019-2020 school year. Decisions as to whether a particular course will be taught will be based upon the number of students requesting the course and the availability of accredited personnel.

Programs Designed for Academically Talented Students

Robstown Early College High School provides curriculum offerings for students with special talents and abilities. Counselors aid these students in assessing their strengths and weaknesses and in determining their goals as they select their courses each year.

Gifted/Talented Program

Robstown ISD offers programs for gifted/talented students in grades K-12. At the high school level, the gifted/talented students are served primarily through the Pre-Advanced Placement, and Advanced Placement. Additionally, the Distinguished Achievement Program and Performance
Acknowledgements are designed to meet the needs of gifted/talented students. Contact a counselor for additional information.

Pre-Advanced Placement/Advanced Placement Programs
For most students, qualifying for Pre-Advanced Placement and Advanced Placement courses is based on achievement/aptitude test results, student interest, past performance, teacher recommendation, parental approval and admission to the Pre-AP/AP Program.

Enrollment in these courses should be based on interest as well as ability since the curriculum requires more advanced and intensive work and students will be expected to read, write and analyze information at a high level. Also, students must be willing to commit time each day to complete assignments, reading or research. Some course work begins during the summer with summer reading assignments. Students who qualify for Pre-Advanced Placement, Honors or Advanced Placement courses may enroll in more advanced courses in English, Mathematics, Science, Social Studies, Fine Arts, and Foreign Languages.

<table>
<thead>
<tr>
<th>Pre-AP Courses Available</th>
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<tbody>
<tr>
<td>English I, II</td>
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<tr>
<td>Biology</td>
<td>Chemistry</td>
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<td>Chemistry</td>
<td>U.S. History</td>
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<tr>
<td>PhysicsU.S.</td>
<td>Government</td>
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<tr>
<td>Algebra I, II</td>
<td>Macroeconomics</td>
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<tr>
<td>Geometry</td>
<td>Spanish III</td>
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<tr>
<td>World History</td>
<td>World Geography</td>
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</table>

Procedures for Pre-AP and AP Courses

Course Expectations
Students in Pre-AP and AP courses are expected to read, write and analyze information at a high level. Students must commit time each day to complete assignments, reading or research.

Admission Criteria
Any student willing to do the required work may enroll in AP or Pre-AP courses.

Dismissal Procedure
Students may choose to exit a Pre-AP or AP course at the end of the first six weeks or at the end of the first semester. Students who are failing a course at the semester will be required to exit only that course. In addition, students will be dismissed from an AP or Pre-AP course if they violate the honor or behavior code.

A Guide for College Bound Student Athletes and their Parents
The guidelines printed below are those in effect at the time of publication. If other changes are implemented, student athletes will be provided updated information by their coaches.

NCAA (National Collegiate Athletic Association) Eligibility Regulations:
The student must register with the NCAA Initial Eligibility Clearinghouse. To practice and play as a freshman at a NCAA Division I college, the student-athlete must satisfy the requirements of NCAA bylaws. The specific bylaw relating to admission requires the student-athlete to:

- Graduate from high school;
- Must successfully complete a core curriculum of academic courses; and
- All SAT and ACT scores must be sent from the testing board and will not be accepted from the student's transcript.
- Official high school transcript must be sent to the NCAA clearing house at the completion of the junior year and upon graduation.
- See appendix for NCAA Freshmen - Eligibility Standards
- For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or call the NCAA Eligibility Center at 877-262-1492.

### Military Service

Students who are interested in entering a branch of the military services will need to contact one or more recruiting officers to determine the enlistment program that best meets personal interests.

- Make an appointment with the local recruiter of the branch of service of your choice or of EACH branch of service to obtain current information on programs and entrance requirements.
- Before deciding on the branch of service that is best for you, talk with relatives, friends and others who have served or are currently serving in a branch of the Armed Forces to determine what military life is like in each branch of service.
- If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery (ASVAB) during high school.
- Be screened by the recruiter for mental, moral and physical ability prior to acceptance.

### Individualized Learning

#### Online Courses

Virtual learning will provide extended and flexible educational opportunities for students. Taking an online class gives students an opportunity to do their work at home on their own time. Online courses are rigorous, and it is the responsibility of the students and the parents to meet all required deadlines. Online classes are available to any student grades 9-12. Courses will not be listed on their schedule however final grades will be appear on their official transcripts. Courses must be approved by a counselor. A wide variety of courses are offered through CBC, DMC, RECHS’ Edgenuity Program. Prior to enrollment in any online course, parents, and Counselor shall meet to discuss course offerings.

All online courses offered are aligned to TEKS, Texas Assessment of Knowledge and Skills, and are facilitated by Texas Certified Teachers or by highly qualified secondary Instructors or Professors. They address advance needs, offer specialty coursework and provide high-quality learning activities while having access to learning new content and skills for the 21st century learner in a collaborative fashion.
Credit by Examination without Prior Instruction

Secondary students (grades 6-12) may place out of courses if they have had no prior instruction in the courses for which credit is sought. The Superintendent or designee shall be responsible for development and/or selection of tests for students without prior instruction, including non-accredited schools. If a Credit by Examination from the University of Texas is available in the subject area, it will be used. A minimum score of 80 on the test is required to receive credit. If the score is less than 80, it is not recorded nor counted on the GPA.

Students must pass both semesters to receive credit for the course. The students must register at least 30 days prior to these dates to qualify for the examination. Students must have written parental approval and the approval of the campus principal or counselor on the application. Scores/credit are used in calculation of the grade point average. Exams can only be taken once. No fees shall be charged for an examination for acceleration provided by the school district. For more information or to receive an application, contact your student's school counselor.

Credit by Examination with Prior

Students may use credit by examination to earn credit in any academic course at the high school level with prior approval of the principal. If a Credit by Examination test from the University of Texas is available in the subject area, it will be used. The minimum eligibility requirement is that the student has been enrolled in an accredited school and has had prior instruction in the subject or course to be tested 90% of the time, as determined by the District on the basis of a review of the student’s educational records.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities. The students must register at least 30 days prior to these dates to qualify for the examination. Students must have written parental approval and the approval of the campus principal or counselor on the application. Scores/credits are used in calculation of the grade point average. To receive credit, students shall score a grade of 70 or above on the examination. A passing standard of 70% for courses already completed will be utilized for secondary students entering the district from a private, non-accredited or home-schooled setting. Weighted credits cannot be earned through credit by examination with prior instruction. For more information, contact your student’s school counselor.

Compensatory

Compensatory Education offers supplemental courses or services designed to improve and enhance the educational achievement of students who have been identified as at risk (of dropping out of school). These services or courses are designed to provide intensive or accelerated instruction that enable students to perform at the appropriate grade level and to graduate.

To participate in a compensatory program, Robstown ISD uses student performance data from basic skills assessments, classroom performance and the results of the STAAR EOC. Based on the information from these sources, the campus staff will place the student in services designed to enhance student learning opportunities. The courses and services listed below are available for secondary students:

- Counseling
- Monitoring – 3 Week Reports
- Computer Aided Instruction
If your student has been identified as at risk and is in need of additional services, please talk to his/her counselor.

**Career and Technical Education (CTE)**


The Robstown Independent School District has established graduation requirements that promote a rigorous course of study for each student. Career and Technical Education (CTE) provides students with an option to pursue elective course work that complements the core academic curriculum. Relevant and dynamic courses that enrich and enhance the various graduation plans are available to students. In a cooperative spirit, the district prepares students for the changes and challenges of the future, enabling them to pursue productive and fulfilling lives. Career and Technical Education strives to serve all students in the Robstown Independent School District through career awareness, career exploration, and career preparation.

- **Career Awareness:** Students in the elementary schools are exposed to a variety of occupations and learn that work can be fun and exciting! Students discover how their personal interests and abilities compliment various careers. Career days and other guidance activities promote career awareness in the elementary schools.

- **Career Exploration:** Students have opportunities to explore career options in the middle school. A systematic review of individual interests, experiences, and abilities helps students to focus on education and career options as appropriate.

- **Career Preparation:** Students at the high school level pursue rigorous academics integrated with the technical courses that better prepare them for education and career options. A coherent sequence of courses provides students with a solid foundation for postsecondary education and future careers.

The Robstown ISD Graduate Profile helps to define the skills and attributes needed for students to be successful in postsecondary education and in their chosen career field. Curriculum is being developed in all courses that will help students to attain these valuable skills:

- To be an effective communicator
- To be creative and complex thinkers
- To practice leadership and good citizenship
To be a productive and continuous learner

Students face a changing workplace with increased international competition and new technologies. Career and Technical Education assist students with this process by providing current information, rigorous academics, and training.

**Making a Commitment to a Career and Technical Education Program of Study**

The statewide programs of study contain course sequences that lead to endorsements. This initiative does not replace endorsements but adds additional support to ensure students have access to CTE programs that lead to in-demand, high-skills, and high-wage occupations. Recommended endorsements are identified on the programs of study resource documents. It remains important for districts to advise students on earning an endorsement.

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential. Programs of study offered by a Local Education Agency (LEA) must be approved by the Texas Education Agency (TEA) per the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Courses included in the programs of study sequences will meet one or more endorsements, dependent upon which courses an LEA chooses to offer. We are seeking feedback from the field on potential changes to endorsement rules including expanding the STEM endorsement across clusters and allowing an innovative course to serve as the fourth course in a student's endorsement course sequence.
Statewide Programs of Study

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio Visual Technology, and Communications

Business, Marketing, and Finance

Education and Training

Energy

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law and Public Service

Manufacturing

Science, Technology, Engineering, and Mathematics

Transportation, Distribution, and Logistics
Presently, Robstown Early College High School has the following career clusters with their respective programs of study being offered. A student pursuing a different cluster than listed below may meet with their counselor to select the most appropriate course of study necessary for preparation in the field of their choice.

<table>
<thead>
<tr>
<th>State Career Clusters</th>
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</table>
Certification and License Options

Students may wish to pursue certificates and/or licenses based upon skills/knowledge attained while enrolled in a CTE course. The following chart identifies various credential options. Students are responsible for fees associated with certification/licensure.

*Note: costs and requirements for certification/licensure are subject to change.*

### Local Certifications/Licensures

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Certification</th>
<th>Preparation Course</th>
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<tr>
<td>Business Management &amp; Administration</td>
<td>MOS (Microsoft Office User Specialist) &lt;br&gt; • Word &lt;br&gt; • Word Expert &lt;br&gt; • Excel &lt;br&gt; • Excel Expert &lt;br&gt; • PowerPoint &lt;br&gt; • Outlook &lt;br&gt; • Access</td>
<td>• BUSIM I &lt;br&gt; • BUSIM II</td>
</tr>
<tr>
<td>Health Science</td>
<td>• American Heart Association’s Basic Life Support &lt;br&gt; • American Heart Association’s CPR &lt;br&gt; • American Heart Association’s First Aid &lt;br&gt; • Phlebotomy Technician Certificate &lt;br&gt; • Patient Care Technician Certificate &lt;br&gt; • Certified Nurse Aide &lt;br&gt; • Certified EKG Technician</td>
<td>• Introduction to Health Science &lt;br&gt; • Medical Terminology &lt;br&gt; • DMC Health Program</td>
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<tr>
<td>Hospitality Services</td>
<td>• Texas Safe Serve Food Handler Certification &lt;br&gt; • Serve Safe Manager Certification</td>
<td>• Introduction to Culinary Arts &lt;br&gt; • Culinary Arts</td>
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<tr>
<td>Human Services</td>
<td>• Texas Cosmetology Operator License</td>
<td>• Cosmetology I &lt;br&gt; • Cosmetology II</td>
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</tbody>
</table>
Internships, Rotations, and Career Preparation Options

Students seeking diverse educational experiences will find options available to them through Career and Technical Education internships, rotations, training stations or career preparation courses. Experiences at real-world sites in the community are available through several programs as paid or unpaid internships. These courses offer academic support plus the professional mentorship of professionals in their fields at each intern, rotation, training station or work site. Students interested in pursuing an internship, rotation, or career preparation opportunity should consult with their counselor to request additional information.

The two programs listed below are three credit courses. The student will attend classes in the morning and work a minimum of 15 hours per week. The training station must be approved by the individual program coordinator. These programs are paid training stations:

Career Preparation I
The following classes offer rotations or internships, and paid or unpaid training programs:
Practicum in Health Science I- CNA, Medical Assistant, or Patient Care Tech
Career Prep I – 1 hour of off campus vocational training
Career Prep II – 2 hours of off campus vocational training

Coherent Sequence of Courses and Programs of Study
A coherent sequence of courses is an educational plan made up of developmentally appropriate courses suited for a given career objective or goal. This plan is built upon the academic core components and includes school-based and work-based learning experiences leading to both academic and occupational competencies.
Counselors are available to assist students with the development of an individualized graduation plan.

Student Leadership Organizations
Opportunities for developing skills in leadership, cooperation, and citizenship are available to students through extension of classroom/laboratory learning experiences by membership and participation in Career and Technical Education student leadership organizations. Competitive events and community service projects enhance career preparation, workplace competencies, self-confidence, and the instructional program.

Student leadership organizations vary by program areas. Students interested in participating in these programs should consult with CTE faculty members on their campus:
- Agricultural Science & Technology Education: Future Farmers of America: FFA
- Business Education: Business Professionals of America: BPA
- Health Science Technology Education: Health Occupations Students of America: HOSA
- Skills USA
In the course description section that follows, you will find a brief description of each course offered in Robstown Early College High School listed under the appropriate department listed in alpha order. The course descriptions include the grade levels during which specified courses may be taken and any prerequisites and recommendations. Elective courses are offered to meet student interest and the completion of a coherent sequence required for graduation.

Students are urged to plan carefully. Although students will receive specific instructions and assistance from a high school counselor during the pre-registration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. Students will choose specific courses with parent approval and counselors will verify that those choices will meet graduation requirements.

**Preparation for Scheduling**
As you begin preparation for scheduling, it is important that you keep several things in mind and follow the steps below:

- Consider attempting the most rigorous program in which you can be successful to ensure that you will have many options available when you complete high school.
- Note carefully that, according to national research, the most important factor for college admissions is completing a high school program of academic rigor.
- Since continued education beyond high school most likely will be in your plans keep in mind that choices made as early as grade nine can be very important in determining options for continuing education available to you upon graduation.
- Begin now to find out about financial aid and scholarships if you will be attending college.
- Check out the information on Special Programs for College Admission in Texas, including Admission of Top 10% to Texas Public Colleges/Universities; Success (TEXAS) Grant Program.

Begin now to create a successful future!
Participation in Agricultural Science and Technology Education will help to provide foundational skill development for fast growing careers such as:

- Farm & Ranch Manager
- Agricultural Engineer
- Fish and Game Warden
- Veterinary Technician
- Agricultural Grader & Inspector
- Environmental Scientist
- Agricultural & Food Science Technician
- Agricultural Inspector

EXTRACURRICULAR ACTIVITY: FFA Activities are an integral part of the Agricultural Science and Technology Education program. Opportunities for developing skills in leadership, cooperation, and citizenship are provided through extension of classroom/laboratory learning experiences by membership and participation in FFA.

### ANIMAL SCIENCE PROGRAM OF STUDY

**5724**  
**Principles of Agricultural, Food, and Natural Resources (PRINAFNR)**  
Grades: 9-12  
Prerequisite: None  
1 Credit  
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings.

**5761**  
**Small Animal Management (SMANIMGT)**  
Grades: 10-12  
Prerequisite: None  
0.5 Credit  
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

**5770**  
**Equine Science (EQUINSCI)**  
Grades: 10-12  
Prerequisite: None  
0.5 Credit  
In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
Livestock Production (LIVEPROD)  
**Recommended Grades: 10-12**  
**Prerequisite: None**  
1 Credit

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

**Architecture and Construction Course Descriptions**

**CARPENTRY PROGRAM OF STUDY**

**5731**  
Principles of Construction (Once Credit), Adopted 2015.  
**Recommended Grades: 9-12**  
**Prerequisite: None**  
1 Credit

TEA - Principles of Construction is intended to provide an introduction and lay 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. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

DMC - CRPT 1329 INTRODUCTION TO CARPENTARY  
An introduction to the carpentry trade including safety, tools, equipment, terminology, and methods.

**ASSESSMENT LEVELS**
R1, E1, M1

**CIP CODE**
46.0201

**CREDITS (SCH)**
3

**LECTURE – LAB – SCH**
(3-0-3)
Participation in Business Education will help to provide foundational skill development for fast growing careers such as:

- Computer Systems Analyst
- Securities and Financial Services Agent
- Medical Secretary
- Advertising, Marketing and Public Relation Manager

EXTRACURRICULAR ACTIVITY: Student organizations are available for those students enrolled in Business Education. Business Professionals of America (BPA) contribute to the advancement of leadership, citizenship, personal growth, academic, and technological skills. Competitive events enhance career/job preparation, workplace competencies, self-confidence, and the instructional program.

### Business Management Program of Study

#### 5701
**Business Information Management I (BUSIM1)**
Grades: 9-12
Recommended prerequisite: Touch Systems Data Entry
Recommended co-requisite: Business Lab
In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

#### 5705
**Business Information Management II/Business Lab (BUSMLABIM2)**
Grades: 10-12
Prerequisite: Business Information Management I
Recommended Prerequisite: Touch System Data Entry
Recommended co-requisite: Business Lab
Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business Lab is designed to provide students an opportunity to further enhance skills of previously studied knowledge and skills and may be used as an extension of Business Information Management I or Business Information Management II; it is a recommended co-requisite course, and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
5704  
Business Management (BUSMGT)  
Grades: 11-12  
Prerequisite: None  
1 Credit  
Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

5765  
Career Preparation I (CAREERP1)  
Recommended Grades: 11-12  
Prerequisite: None  
2 Credits  
Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional settings.

**Education and Training Course Descriptions**

### Early Learning Program of Study

5742  
Principles of Human Services (PRINHUSR)  
Recommended Grades: 9-12  
Prerequisite: None  
1 Credit  
Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

5743  
Child Development (CHILDDEV)  
Recommended Grades: 10-12  
Recommended Prerequisite: Principles of Human Services  
1 Credit  
Child Development is a technical laboratory course that addresses knowledge and skills related to child 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.

5751  
Child Guidance (CHILDGUI)  
Recommended Grades: 10-12  
Recommended Prerequisite: Principles of Human Services  
2 Credits  
Recommended Prerequisite or Co-requisite: Child Development  
Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be
delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

###

**Practicum in Early Learning ****TBD**

**Recommended Grades:***

**Recommended Prerequisite:**

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

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## Energy Course Descriptions

### Refining and Chemical Processes Program of Study

**5792**

**Engineering Mathematics (ENGMATH)**

**Prerequisite:** Algebra II

**Local Prerequisite:** PRINAFNR, AGMECH

**DMC Dual Credit**

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

**DMC**

**TECM 1301 Industrial Mathematics**

Math skills applicable to industrial occupations. Includes fraction and decimal manipulation, measurement, percentage, and problem solving techniques for equations and ratio/proportion applications.

**5793**

**Principles of Applied Engineering (PRAPPENG)**

**Prerequisite:** None

**DMC Dual Credit**

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

**DMC**

**INTC 1341 Principles of Automatic Control**
Basic measurements, automatic control systems and design, closed loop systems, controllers, feedback, control modes, and control configurations.

5794
AC DC Electronics (ACDCELEC) Grades: 10-12
Recommended Prerequisites Principles of Applied Engineering 1 Credit
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

DMC
CETT 1409 DC-AC Circuits
Fundamentals of DC circuits and AC circuits operation including Ohm’s law, Kirchhoff’s laws, networks, transformers, resonance, phasors, capacitive and inductive and circuit analysis techniques.

English Department Course Descriptions

5004
Communication Application (COMMAPP) Grades: None
CBC/DMC (Dual Credit) 0.5 Credit and 3 Hours
Prerequisites: None

CBC
SPCH 1311 Intro to Speech Communication
Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

CBC
SPCH 1311 Introduction to Speech Communication
Introductory course in theory and practice of speech communication behavior in personal relationships, small groups and public/professional communication situations. Introduces skills to communicate with others, participate effectively in groups and deliver researched public speeches.

5100
English I for Speakers of Other Languages (ENG1 SOL) Recommended Grade: 9
Prerequisite: None 1 Credit
English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL’s ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

5101
English II for Speakers of Other Languages (ENG2 SOL) Recommended Grade: 10
Prerequisite: None 1 Credit
English language learners (ELLs) are acquiring English, learning content in English and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL’s ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

5102  
**English I (ENG 1)**  
**Recommended Grade:** 9  
**Prerequisite:** None  
1 Credit  
The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

5103  
**English I Pre-AP (ENG 1)**  
**Recommended Grade:** 9  
**Prerequisite:** None  
1 Credit  
This course is for those students who excel in language arts. In addition to the material covered in English 1, problem-solving techniques will be emphasized as will opportunity for the development of higher-level thinking skills. Vocabulary study based on college entrance tests will be taught. This course is intended to foster student responsibility for serious scholarship by providing opportunities to work at a pre-college level and to prepare for future AP and Dual Credit classes. *There will be summer reading required.*

5104  
**English II (ENG 2)**  
**Recommended Grade:** 10  
**Prerequisites:** None  
1 Credit  
The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
5105
**English II Pre-AP (ENG 2)**  
**Recommended Prerequisite:** English I Pre-AP  
**Grade:** 10  
**Recommended Prerequisite:** English I Pre-AP  
This course includes a review of grammar, paragraph writing, and the short story. In addition, new genres will be introduced (poetry, drama, novels) as well as composition writing, the research paper, and high level thinking skills. Vocabulary study based on college entrance tests will be taught. Sophisticated, mature texts will be assigned for both summer and school year reading.

5106
**English III (ENG 3)**  
**Recommended Grade:** 11  
**Recommended Prerequisite:** English II  
The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

5107
**English III AP-English Language and Composition (APENGLAN)**  
**Recommended Grade:** 11  
**Recommended Prerequisite:** English II  
Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board. This publication may be obtained from the College Board Advanced Placement Program. The College Board English AP language and composition test is given at the end of the course. Sophisticated, mature texts will be assigned for both summer and school year reading.

5108
**English IV (ENG 4)**  
**Recommended prerequisite:** English III  
**Grade:** 12  
The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
5110
**English III (ENG 3) or English IV (ENG 4)**
Recommended Grade: 11-12

CBC/DMC/UT SPURS (WritingBridge) (Dual Enrollment)  1 Credit & 3 Hours Each Semester

Recommended Prerequisites: English III & Meet TSI Requirements

CBC
**ENGL 1301 Composition I**
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 the academic essay as a vehicle for learning, communicating, and critical analysis.

DMC
**ENGL 1301 Composition I**
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 the academic essay as a vehicle for learning, communicating and critical analysis.

DMC
**ENGL 1302 Composition II**
Prerequisites: English I
Intensive study of and practice in 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.

DMC
**ENGL 1302 Composition II**
Prerequisites: English I
Intensive study of and practice in 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.

UT
**SPURS (WritingBridge)**
WritingBridge students experience the pace, rigor, depth and expectations of a UT Austin rhetoric and writing course. The courses are designed for both new and intermediate college writers, offering beneficial exposure for high school students to critical reading and writing habits crucial to college success across majors. Two semesters of concurrent-enrollment rhetoric and writing coursework for high school students with three credit hours offered each semester Rhetoric and Writing – RHE306 – in the fall and Topics in Rhetoric – RHE309K – in the spring. These courses generally transfer as ENG1301 and ENG1302 in the Texas Common Course Numbering System.

5115
**Communication Applications (COMMAPP)**
Grade Level: None

Prerequisites: None  0.5 Credit

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal
behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

5116
**Practical Writing Skills (PRAC WR)**

**Recommended Grade: None**

**Prerequisites: None**

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

5117
**Research/Technical Writing (TECH WR)**

**Grade: 11**

**Prerequisites: None**

This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. 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 and apply criteria for effective writing, and set their own goals as writers.

5910
**College Readiness and Study Skills (CRSS)**

**Grades: 9-12**

**Prerequisites: None**

**CBC (Dual Credit)**

The goal of the Texas CCRS is to establish what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education.

**EDUC 1300 Learning Frameworks**

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300) Note: (NOTE: While traditional study skills course includes some of the same learning strategies - e.g., note-taking, reading, test preparation etc. - as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and, therefore, are distinguishable from Learning Framework courses.)
Advancement Via Individual Determination I (AVID I)

Grades: 9-12

Prerequisites: None

1 Credit

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. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-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 (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

Advancement Via Individual Determination II (AVID II)

Grades: 9-12

Prerequisites: None

1 Credit

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. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-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 (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

Fine Arts Department Course Descriptions

ART

5600

Art I (ART 1)

Recommended Grades: 9-12

Prerequisites: None

1 Credit

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

5601

Art II, Sculpture (ART2SCLP)

Recommended Grades: 9-12

Prerequisite: Art I

1 credit
The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

5602
Art III, Sculpture II (ART3SCLP)  
Prerequisite: Art II  
Recommended Grades: 10-12  
1 credit

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

5603
Art IV, Sculpture III (ART4SCLP)  
Prerequisite: Art III, Sculpture II  
Recommended Grades: 11-12  
1 credit

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.
5604 (Men's) / 5634 (Ladies')
**Choir I (MUS1CHOR)**

**Grades:** 9-12  
**1 Credit**

**Local Prerequisite:** Director’s Approval

Choir I is for all first-year choir students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

5605 (Men's) / 5635 (Ladies')
**Choir II (MUS2CHOR)**

**Grades:** 10-12  
**1 Credit**

**Prerequisite:** Music, Level II course is one credit of Music, Level I in the corresponding discipline.

Choir II is for all second-year choir students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**
Students will have the opportunity to compete in District/Region Choir competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to sing with the entire choir at UIL Solo and Ensemble contest or at UIL Concert and Sight-singing Contest. Students will have the opportunity to sing popular music at the end of the school year. Student performance at choir concerts throughout the year is required. Attendance at after-school rehearsals and performances is also required.

5606 (Men's) / 5636 (Ladies')
**Choir III (MUS3CHOR)**

**Grades:** 11-12  
**1 Credit**

**Local Prerequisite:** Director’s Approval

Choir III is for all third-year choir students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**
Students will have the opportunity to compete in District/Region Choir competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will
be expected to sing with the entire choir at UIL Solo and Ensemble contest or at UIL Concert and Sight-singing Contest. Students will have the opportunity to sing popular music at the end of the school year. Student performance at choir concerts throughout the year is required. Attendance at after-school rehearsals and performances is also required.

5607 (Men’s) / 5637 (Ladies’)

Choir IV (MUS4CHOR)

Prerequisite: Music, Level III course is one credit of Music, Level II in the corresponding discipline.

Choir IV is for all fourth-year choir students. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Local Requirement:
Students will have the opportunity to compete in District/Region Choir competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to sing with the entire choir at UIL Solo and Ensemble contest or at UIL Concert and Sight-singing Contest. Students will have the opportunity to sing popular music at the end of the school year. Student performance at choir concerts throughout the year is required. Attendance at after-school rehearsals and performances is also required.

BAND

5608

Band I (MUS1BAND)

Local Prerequisite: Director’s Approval

Band I is for all first-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Local Requirement:
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.
Band II (MUS2BAND)  
**Prerequisite:** Band I  
**Grades:** 9-12  
**1 Credit**

Band II is for all second-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**

Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

Band III (MUS3BAND)  
**Prerequisite:** Band II  
**Grades:** 9-12  
**1 credit**

Band III is for all third-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**

Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

Band IV (MUS4BAND)  
**Prerequisite:** Band III  
**Grades:** 10-12  
**1 credit**

Band IV is for all fourth-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.
Local Requirement:
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

5612
Stage Band I (MUS1INEN) Grades: 9-12
Local Prerequisite: Director's Approval 1 credit
Stage Band I is for all first-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Local Requirement:
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

5613
Stage Band II (MUS2INEN) Grades: 9-12
Prerequisite: Stage Band I 1 credit
Stage Band II is for all first-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Local Requirement:
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.
Stage Band III (MUS3INEN)  
Recommended Grades: 9-12  
Prerequisite: Stage Band II  
1 credit  
Stage Band III is for all first-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.  
Local Requirement:  
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

Stage Band IV (MUS4INEN)  
Grades: 10-12  
Prerequisite: Stage Band III  
1 Credit  
Stage Band III is for all first-year band students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.  
Local Requirement:  
Students will have the opportunity to compete in District/Region Band competitions, as well as in the UIL Solo and Ensemble Contest. Students will be expected to do their best to pass all classes to exhibit academic excellence, as well as to maintain eligibility for music competitions. Students will be expected to play with the entire band at UIL Solo and Ensemble contest or at UIL Concert and Sight-reading Contest. Students will have the opportunity to play popular music at the end of the school year. Student performance at band competitions, concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

Music Studies, Music Appreciation I (MUSSMA1)  
Recommended Grades: 9-12  
Prerequisite: None  
1 Credit & 3 hrs.  
CBC Dual Credit  
The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to read, write, create, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and
the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**CBC**

**MUSI 1306 Music Appreciation**

Understanding music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances. Course does not apply to a music major degree.

**5620**

**Music I, Applied Music I (MUS1APL)**

**Prerequisite:** none

**Grades:** 9-12

**1 Credit**

Applied Music is for all first-year Music students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**

Students will have the opportunity to play popular music throughout the school year. Student performance at concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

**5627**

**Music II, Applied Music II (MUS2APL)**

**Recommended Grades:** 10-12

**Prerequisite:** Applied Music I

**1 Credit**

Applied Music is for all first-year Music students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**

Students will have the opportunity to play popular music throughout the school year. Student performance at concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

**5629**

**Music I, Piano I (MUS1PIA)**

**Grades:** 9-12

**Prerequisite:** None

**1 Credit**

Piano is for all first-year Piano students (no matter what grade level). The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered.
Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Local Requirement:**
Students will have the opportunity to play popular throughout the school year. Student performance at concerts and performances throughout the year is required. Attendance at after-school rehearsals and performances is also required.

**5620 Guitar I**
**Music, Level I, Adopted 2013**
**Grades: 9-12**
**Prerequisite: None**

Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band I, Choir I, Orchestra I, Jazz Ensemble I, Jazz Improvisation I, Instrumental Ensemble I, Vocal Ensemble I, World Music Ensemble I, Applied Music I, Mariachi I, Piano I, Guitar I, and Harp I (one credit per course).

Four basic strands – foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response – provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

### Foreign Language Department Course Descriptions

**5621**
**Languages Other Than English Level I – Spanish (SPAN 1)**
**Recommended Grades: 9-11**
**Prerequisite: None**

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. At the end of Level I, students of classical languages should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing. Proficiency levels are aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

**5622**
**Languages Other Than English Level II – Spanish (SPAN 2)**
**Recommended Grades: 10-12**
**Prerequisite: Spanish I**

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and
means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. At the end of Level II, students of classical languages should reach an Intermediate Low to Intermediate Mid proficiency level in reading, a Novice Mid to Novice High proficiency level in listening, a Novice Mid proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing. Proficiency levels are aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

5623
AP Language and Culture – Spanish (APSPALAN) Spanish III AP  Recommended Grades: 10-12
Prerequisites: Spanish, Level III or equivalent proficiency  1 Credit
Content requirements for Advanced Placement (AP) Spanish Language and Culture are prescribed in the College Board Publication Advanced Placement (AP) Spanish Language and Culture, published by The College Board. This course is intended for highly motivated students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing, in order to prepare them for success in their subsequent AP courses. Students who enroll should have attained a reasonable proficiency in all four language skills in Levels I and II.

Health Science Course Descriptions

Health Science Technology is a coherent sequence of courses designed for students to gain knowledge and skills needed by healthcare professionals. Students will benefit by understanding the relationship between a strong, academic foundation with health career emphasis and will gain hands-on clinical experience utilizing the knowledge and skills developed during the course of study. The health science career concentration offers vocational credit with an opportunity to receive hours toward a Vocational Certification upon completion of the three-year program. Participation in Health Science Technology Education will help provide foundational skill development for fast growing careers such as:

- Medical Assistant
- Registered Nurse
- Phlebotomist
- EKG Technician
- Pathologist

EXTRACURRICULAR ACTIVITY: Opportunities for leadership and citizenship development are available through student membership and participation in Health Occupations Students of America (HOSA). This student organization provides social and work skills interactions with health team professions who help guide students in the selection of future health careers, while instilling an attitude of pride and professionalism.
5710
**Principles of Health Science (PRINHLSC)**
**Recommended Grades:** 9-10
**Prerequisites:** None
1 Credit
The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

5697
**Medical Terminology (MEDTERM)**
**Recommended Grades:** 9-12
**Prerequisites:** None
1 Credit
The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

5707
**Health Science Theory (HLTHSCI)**
**Recommended Grades:** 10-12
**Prerequisites:** Biology
1 credit
Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

5310
**Anatomy & Physiology**
**Recommended Grades:** 10-12
**Prerequisites:** Biology & a 2nd Science Credit
1 Credit
Recommended prerequisite: a course from the Health Science Career Cluster.
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. This course does count as a fourth-year science.

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**Healthcare Therapeutic Program of Study**

5708 and 5720
**Practicum in Health Science (First Time Taken) (PRACHLS1)**
**Recommended Grades:** 11-12
2 Credits
**Prerequisites:** Health Science Theory and Biology
The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

(DMC Continuing Ed)
**Certified Nurse Aide Training Program – CNA**
**NURA 1001 Certified Nurse Aide (CNA)**
Classroom and Laboratory preparation for entry level nursing assistants to achieve a level of knowledge, skills, and abilities essential to provide basic care to residents of long-term care facilities. Topics include resident’s rights, communication, safety, observation, reporting and assisting residents in maintaining basic comfort and safety. Emphasis on effective interaction with members of the health care team. **Concurrent enrollment in NURA 1060 is required.**
**NURA 1060 Certified Nurse Aide (CNA) – Clinical**
A continuation of NURA 1001 that includes a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts for entry-level nursing assistants. Direct supervision is provided by the clinical instructor and clinical training is conducted at a local long term care facility. Course cost includes the Texas Department of Aging and Disability Services registry examination fee. Concurrent enrollment in NURA 1001 is required.

**Prerequisites: NURA 1001 and required immunizations.**

**DMC (Continuing Ed)**

**Patient Care Technician-PCT**

**NUPC 1020 Patient Care Technician**

**Prerequisites: Electrocardiography Certification and Phlebotomy Certification.**

Training, skills, and knowledge needed to work in a hospital setting. Training included basic patient care, clinical procedures, patient safety, and routine office-lab procedures such as electrocardiography procedures and the collection of blood specimens.

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### Healthcare Diagnostics Program of Study

**5709E and 5709P**

**Practicum in Health Science (2nd Time Taken) (PRACHLS2)**

Recommended Grades: 11-12

Recommended Grades: 11-12

2 Credits

**Prerequisites: Health Science Theory and Biology**

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

**DMC (Continuing Ed)**

**Electrocardiography (EKG) Technician Program**

**ECDR 1011: Electrocardiography**

Fundamentals of cardiovascular anatomy and physiology. Includes basic electrocardiography procedures, interpretation of basic dysrhythmias, and appropriate treatment modalities. Students will be able to describe the anatomy and physiology of the cardiovascular system; perform basic electrocardiography procedures; interpret basic dysrhythmias; and demonstrate appropriate treatments.

**Phlebotomy Technician Training Program**

**PLAB 1023: Phlebotomy (Lecture and Lab Skills)**

Skill development in the performance of a variety of blood collection methods using proper techniques and universal precautions. Includes vacuum collection devices, syringes, capillary skin puncture, butterfly needles and blood culture, and specimen collection on adults, children, and infants. Emphasis on infection prevention, proper patient identification, labeling of specimens and quality assurance, specimen handling, processing, and accessioning. Topics include professionalism, ethics, and medical terminology. **Students will be required to perform venipunctures on other students during the course.** Prerequisite: High School Diploma or GED or higher education.

**PLAB 1061: Phlebotomy - Clinical**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Students will be required to complete 100 clock hours of clinical training with a minimum of 100 successful, unaided blood collections including venipunctures and skin punctures. **Clinical rotations will be assigned during the course and can include various times of the day or evening including graveyard hours, early morning or late afternoon hours.** Flexible schedules while
enrolled in the clinical are necessary as these hours are required for successful program completion. Students are responsible for their own transportation to the clinical sites and travel outside Nueces County may be assigned. Prerequisite: credit in course PLAB 1023.

5720MA
Practicum in Health Science (2nd Time Taken) (PRACHLS2) MED ASST
Recommended Grades: 11-12
2 Credits
Prerequisites: Health Science Theory and Biology
The practicum in Health Science course is designed to give students practical application of previously studied knowledge and skill. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

NURA 1013 Medication Administration for Nurse Aide
Instruction in preparation and administration of designated medications by non-licensed nursing personnel employed in licensed health care agencies and the responsibilities associated with such administration. Includes clinical training to be arranged by the student at student's place of employment outside of classroom instruction. Course cost includes the Texas Department of Aging and Disability Services registry examination fee.

Hospitality & Tourism Department Course Descriptions

Culinary Arts Program of Study

5740
Principles of Hospitality and Tourism (PRINHOSP) Recommended Grades: 9-12
Prerequisite: None 1 credit
Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

5741
Culinary Arts (CULARTS) Recommended Grades: 10-12
and Introduction to Culinary Arts
Recommended Prerequisites: Principles of Hospitality
2 Credits
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

5741A
Advanced Culinary Arts (ADCULART) Recommended Grades: 10-12
Prerequisite: Culinary Arts 2 credits
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.

5769
Career Preparation I (CAREERP1)  
Recommended Grades: 11-12  
Prerequisite: None  
2 Credits  
Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional settings.

### Manufacturing Course Descriptions

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<tr>
<th>Welding Program of Study</th>
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#### 5790IW
**Introduction to Welding (INTRWELD)**  
Grades: 9-12  
Recommended Prerequisite or Co-requisite: Algebra I  
DMC Dual Credit  
1 Credit  
Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

#### DMC
**WLDG1407 Intro to Welding Using Multiple Processes**  
Basic welding techniques using some of the following processes: oxy-fuel welding (OFW) and cutting, shielded metal arc welding (SMAW), gas metal arc welding (GMAW), and gas tungsten arc welding (GTAW).

#### 5790  
**Welding I (WELD1)**  
Grades: 10-12  
Recommended Prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.  
Local Prerequisite: PRINAFNR, AGMECHMT  
DMC Dual Credit  
2 Credits and 6 hours  
Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

#### DMC
WLDG 1521 WELDING FUNDAMENTALS
An introduction to the fundamentals of equipment used in oxy-fuel and arc welding, including welding and cutting safety, basic oxy-fuel welding and cutting, basic arc welding processes and basic metallurgy.

WLDG 1323 WELDING SAFETY, TOOLS & EQUIPMENT
An introduction to welding equipment and safety practices, including OSHA standards for industry.

5791
Welding II w/ Lab (WELDLAB2)               Grades: 11-12
Prerequisite: Welding I                      3 Credits and 6 Hours
Recommended Prerequisites: Algebra I or Geometry
DMC Dual Credit
Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Welding II Lab provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. This course provides knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

DMC
WLDG 2406 Intermediate Pipe Welding
A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Welds will be done using various positions. Topics covered include electrode selection, equipment setup, and safe shop practices.

TECM 1301 Industrial Mathematics
Math skills applicable to industrial occupations. Includes fraction and decimal manipulation, measurement, percentage, and problem-solving techniques for equations and ratio/proportion applications.

COMG 1391 Special Topics in Communications, General
Students deficient in basic skills will be required to attend up to four additional hours per week of supervised study. **This course is required for Industrial Education Certificates, but do not count toward the Associate of Applied Science degrees.**
Mathematics Department Course Descriptions

5200
Algebra I (ALG 1)  
Recommended Grades: 8-9  
Prerequisites: Mathematics, Grade 8 or its equivalent  
1 credit
Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

5201
Algebra I Pre-AP (ALG 1)  
Recommended Grades: 8-9  
Prerequisites: Mathematics, Grade 8 or its equivalent  
1 credit
Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course will expand the concepts and techniques of Algebra I. Higher level thinking skills and analytical problem solving will be emphasized. Strong arithmetic skills (whole numbers, fractions, decimals) are recommended. This course will emphasize skills and accelerated pacing needed for success on the College Board AP exams.

5202
Algebra II (ALG II)  
Recommended Grades: 9-12  
Prerequisites: Algebra I  
0.5 - 1 credit
Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

5203
Algebra II Pre-AP (ALG 2)  
Recommended Grades: 9-12  
Prerequisites: Algebra I  
0.5 - 1 credit
Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In
addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Higher level thinking skills and analytical problem solving will be emphasized. Strong Algebra I and Geometry skills are recommended. This course will emphasize skills needed for success on the College Board AP Exams.

5204
Geometry (GEOM)  
Recommended Grades: 9-12  
Prerequisites: Algebra  
1 credit  
Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal construction using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

5205
Geometry Pre-AP (GEOM)  
Recommended Grades: 9-12  
Prerequisites: Algebra I  
1 credit  
Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal construction using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and
career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education. This course conveys higher level thinking skills and analytical problem solving will be emphasized. Strong arithmetic skills (applications of theorems) are recommended. This course will emphasize skills and accelerated pacing needed for success on the College Board AP exams.

5206
**Pre-Calculus (PRE CALC)***
Recommended Grades: 10-12
Prerequisites: Algebra I, Geometry, and Algebra II  0.5 - 1 credit

Pre-calculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of 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. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

5208
**Mathematical Models with Applications (MTHMOD)***
Recommended Grades: 10-12
Prerequisites: Algebra I  1 credit

Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems. Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices.

5232
**Algebraic Reasoning***
Recommended Grades: 10-12
Prerequisites: Algebra I  1 credit

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten – Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness as probes, measurement tools, and software tools, including spreadsheets.
5230MA and 5230MB
Independent Study in Mathematics (First Time Taken)  
(INSTUMTH) – UT MathBridge  
Recommended Grades: 11-12  
Prerequisites: Geometry and Algebra II  
In Independent Study in Mathematics, students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics.  
**UT-MathBridge**  
Two semesters of concurrent-enrollment mathematics coursework for high school students with three credit hours of Introduction to Mathematics – M302. The courses are designed for non-math majors, offering beneficial exposure for high school students working to improve their mathematical and critical thinking. These courses generally transfer as MATH1332 in the Texas Common Course Numbering System.

5240CA and 5240CB
Independent Study in Mathematics  
(First Time Taken) (INSTUMTH2) – College Algebra  
Recommended Grades: 11-12  
Prerequisites: Geometry and Algebra II; Meet TSI Requirements  
In Independent Study in Mathematics, students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics.  
**UT-MathOnRamps**  
Two semesters of concurrent-enrollment mathematics coursework for high school students with three credit hours in MATH 301. These courses generally transfer as MATH1314 in the Texas Common Course Numbering System.

DMC - College Algebra
MATH 1314 – College Algebra (3-0-3)  
Polynomials, rational, radical, exponential, logarithmic functions, equations w/functions matrices; possibly sequences, series, probability and conics.  
**Prerequisite:** TSI Math score of 350 or more or MATH 0373. Must have a level 3 in Reading and Math and a level 1 in English.

**Physical Education Department Course Descriptions**

5500
Foundations of Personal Fitness (PEFOUND)  
Prerequisites: None  
Recommended Grades: 9-12  
1 credit  
Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.
Individual or Team Sports (PEITS)  
Grades: 9-12  
Recommended Prerequisites: Foundations of Personal Fitness  
1 credit  
Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

MEN'S ATHLETICS  
Grades: 9-12  
PE Substitution Athletics 1(SUBATH1),  
PE Substitution Athletics 2(SUBATH2), PE Substitution Athletics 3(SUBATH3)  
and PE Substitution Athletics 4(SUBATH4)  
Prerequisites: Completion of Prior Year  
Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

LADIES' ATHLETICS  
Recommended Grades: 9-12  
PE Substitution Athletics 1(SUBATH1),  
PE Substitution Athletics 2(SUBATH2), PE Substitution Athletics 3(SUBATH3) and  
PE Substitution Athletics 4(SUBATH4)  
Prerequisites: Completion of Prior Year  
Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

Health Education (HLTH ED)  
Grades: 9-10  
Prerequisites: None  
0.5 credit  
Health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

Biology (BIO)  
Recommended Grades: 9-11  
Prerequisites: None  
1 credit  
Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving.
Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

5301
**Biology Pre-AP (BIO)**
Recommended Grades: 9-11
Prerequisites: None
1 credit
Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Skills such as critical thinking, problem-solving techniques and higher-level thinking skills will be emphasized.

5303
**Integrated Physics and Chemistry (IPC)**
Recommended Grades: 9-10
Local Prerequisites: Teacher/Counselor Recommendation
1 credit
Integrated Physics and Chemistry. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

5304
**Physics (PHYSICS)**
Recommended Grades: 9-12
Prerequisites or Co-Requisite: Algebra I
1 Credit
Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

5305
**Physics PAP (PHYSICS)**
Recommended Grades: 9-12
Prerequisites or Co-Requisite: Algebra I
1 credit
Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Skills such as critical thinking, problem-solving techniques and higher-level thinking skills will be emphasized.
5307
Chemistry (CHEM)  
Recommended Grades: 10-12
Required prerequisites: one unit of high school science and Algebra I  
Suggested prerequisite: completion of or concurrent enrollment in a second year of mathematics.
Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

5308
Chemistry PAP (CHEM)  
Recommended Grades: 10-12
Required prerequisites: one unit of high school science and Algebra I  
Suggested prerequisite: completion of or concurrent enrollment in a second year of mathematics.
Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Skills such as critical thinking, problem-solving techniques and higher-level thinking skills will be emphasized.

5309AP
AP Chemistry (APCHEM)  
Recommended Grades: 11-12
Prerequisites: Chemistry & Algebra II  
Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics, published by The College Board.

5309
Scientific Research and Design (SCIRD)  
Recommended Grades: 11-12
Prerequisites: Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.  
Students must meet the 40% laboratory and fieldwork requirement.
 UT Dual Enrollment
Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.
 UT-ChemBridge
Two semesters of concurrent-enrollment science coursework for high school students with three credit hours offered each semester Chemistry in Context I – CH304K – in the fall and Chemistry in Context II – CH305 – in the spring. These courses generally transfer as CHEM1305 and CHEM1307 in the Texas Common Course Numbering System.
5310
Anatomy and Physiology (ANATPHYS)  
Recommended Grades: 11-12
Prerequisites: Biology and a second Science Course  
1 credit
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. This course will count as a fourth-year science and CTE credit. This course is recommended for students entering into the Health Science fields.

5717
Forensic Science (FORENSCI)  
Recommended Grades: 11-12
Prerequisites: Biology and Chemistry  
1 credit
Forensic Science is a course that introduces students 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.

Social Studies Department Course Descriptions

5401
World Geography Studies (W GEO)  
Recommended Grades: None
Prerequisite: None  
1 credit
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.

5402
World Geography Studies PAP (W GEO)  
Recommended Grades: None
Prerequisite: None  
1 credit
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.

5403
World History Studies (W HIST)
Prerequisites: None
Recommended Grades: None
1 credit
World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on “essential” concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. 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.

5404
World History Studies PAP (W HIST)
Prerequisites: None
Recommended Grades: None
1 credit
World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on “essential” concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. 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.
5405  
**United States History (US HIST)**  
**Recommended Grades:** None  
**Prerequisites:** None  
1 credit

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. 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, including multiple points of view and historical context.

5406  
**AP United States History (APUSHIST)**  
**Recommended Grades:** None  
**Prerequisites:** None  
1 credit

Content requirements for Advanced Placement (AP) United States History are prescribed in the College Board Publication Advanced Placement Course in United States History, published by The College Board and in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). A College Board AP U.S. History exam will be given at the conclusion of this course.

5411A and 5411B  
**United States History (US HIST)**  
**Recommended Grades:** None  
**Prerequisites:** Meet TSI requirements  
0.5 credit and 3 hours each

DMC Dual Credit

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. 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, including multiple points of view and historical context.
DMC (Dual Credit)

HIST 1301 United States History I (3-0-3)
Prerequisite: Must have a level 3 in Reading and English and a level 1 in Math
Survey of the nation's colonial background, the struggle for independence and the emergence of political parties; emphasis on individualism, westward expansion, social reform and sectionalism. 
Assessment Levels: R3, E3, M1, 54.0102

HIST 1302 United States History II
Prerequisite: Must have a level 3 in Reading and English and a level 1 in Math
Survey of Reconstruction; the impact of industrialization, urbanization and immigrations; the rise of America as a world power; the quest for economic security and for social justice. 
Assessment Levels: R3, E3, M1, 54.0102

5407
United States Government (GOVT) Recommended Grades: None
Prerequisite: None
0.5 credit
In United States Government, the focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. 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.

5408
AP United States Government & Politics (AP GOVT) Recommended Grades: None
Prerequisites: None
0.5 credit
Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board and in §113:44 of this title (relating to United States Government (One-Half Credit), Beginning with School Year 2011-2012). A College Board AP government exam will be given at the end of the course.

5413
United States Government (GOVT) Recommended Grades: None
Prerequisite: Meet TSI requirements
0.5 credit and 3 hrs.
DMC (Dual Credit)
In United States Government, the focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas
and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. 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.

**GOVT 2304 Introduction to Political Science**

Topics covered include comparative government, international relations, traditional political theory and empirical political theory. Examination of the subjects of public law and public administration and exploration of careers in the field. Students who have taken a government course at another college or university should contact an advisor or the Department of Social Science before enrolling in a Del Mar College government course.

Assessment Levels: R3, E3, M1

**5409**

**Economics with Emphasis on the Free Enterprise System and Its Benefits (ECO-FE)**

**Recommended Grade:** 12  
**Prerequisites:** None

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

**5410**

**AP Macroeconomics (APMACECO)**

**Recommended Grades:** None  
**Prerequisites:** None  
**0.5 credit**

Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication Advanced Placement Course in Macroeconomics published by The College Board. A College Board AP Macroeconomics exam will be given at the end of the course.

**5412**

**Economics with Emphasis on the Free Enterprise System and Its Benefits (ECO-FE)**

**Recommended Grades:** None  
**Prerequisite:** Meet TSI requirements  
**DMC (Dual Credit)**  
**0.5 credit and 3 hrs.**
Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

ECON 2301 Principles of Macroeconomics
Prerequisite: Must have a level 3 in Reading and English and a level 2 in Math
An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.
Assessment Levels: R3, E3, M2, 45.0601

5418
Psychology (PSYCH)                Grades: 10-12
Prerequisites: None                                          0.5 credit
In Psychology, an 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.

5415
Psychology (PSYC)                                          Recommended Grades: None
Prerequisite: Meet TSI requirements                                      0.5 credit and 3 hours
CBC/DMC (Dual Credit)
In Psychology, an 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.
CBC
PSYCH 2301 General Psychology
General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.
DMC
PSYCH 2301 Introduction to Psychology
Prerequisite: Must have a level 3 in Reading and English and a level 1 in Math
Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior.
Assessment Levels: R3, E3, M1, 42.0101
5419
Sociology (SOC)  
Recommended Grades: 10-12  
Prerequisites: None  
0.5 credit

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.

5414
Sociology (SOC)  
Recommended Grades: None  
Prerequisite: Meet TSI requirements  
0.5 credit and 3 hours

SOCI 2301 Intro to Sociology  
The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

SOCI 1301 Introductory to Sociology  
Prerequisite: Must have a level 3 in Reading and English and a level 1 in Math.  
An introduction to the concepts and principles used in the study of group life, social institutions, and social processes.  
Assessment Levels: R3, E3, M1, 45.1101

5416
Social Studies Advanced Studies (First Time Taken)  
Recommended Grades: None  
(SSADV1) Philosophy  
0.5 credit and 3 hrs.  
CBC/DMC (Dual Credit)  
Prerequisite: Meet TSI

Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

PHIL 1301 Intro to Philosophy  
A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.

PHIL 2306 Intro to Ethics
The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals and standards of value. Course may emphasize particular applications.

DMC

**PHIL 1301 Introduction to Philosophy**
A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value and their practical applications.

**5417**

**Personal Financial Literacy (PFL)**
Recommended Grades: 10-12
Prerequisites: None
0.5 credit
Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growths on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

**Local Career Cluster Course Descriptions**

**Cosmetology Program of Study**

**5742**

**Principles of Human Services (PRINHUSR)**
Recommended Grades: 9-12
Prerequisite: None
1 Credit
Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

**5772**

**Principles of Cosmetology Design and Color Theory**
Recommended Grade: 9-10
Prerequisite: None
1 Credit
In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

**5758**
### Introduction to Cosmetology (INTCOSMO)

**Recommended Grade:** 10  
**Prerequisite:** None  
**1 Credit**

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

### 5738  
**Cosmetology I** (COSMET1)  
**Grade Placement:** 10-11  
**Recommended Prerequisite:** Introduction to Cosmetology  
**2 credits**

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

### 5748  
**Cosmetology II/Cosmetology II Lab** (COSMLAB2)  
**Recommended Grades:** 11-12  
**Prerequisite:** Cosmetology I  
**3 credits**

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.  
**Local Requirement:**  
Credit for course is dependent on the completion of 1000 hours in the classroom/laboratory; therefore, attendance is essential to earn required clock hours.

### Innovative Course Descriptions

#### 5699  
**TSATA Sports Medicine I**  
**Grade Placement:** 9-12  
**Prerequisite:** None  
**1 credit**

This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.

#### 5795O  
**Occupational Safety & Environmental Technology I (OSET 1)**  
**Grade:** 10-12  
**Recommended prerequisite:** Principles of Applied Engineering  
**1 Credit and 3 hours**

**DMC Dual Credit**  
**PTAC 1308 Safety, Health and Environment I**

An overview of safety, health, and environmental issues in the performance of all job tasks in process industries.
## Robstown ECHS Diploma Plan
### Foundation with Endorsement
#### No Dual Credit

**Freshman Year**
- English 1
- Practical Writing
- Algebra 1
- Biology
- World History
- Elective
- Elective
- Endorsement Elective

**Sophomore Year**
- English 2
- Technical Writing
- 2nd Year Math
- 2nd Year Science
- US History
- Elective
- Elective
- Endorsement Elective

**Junior Year**
- English 3
- 3rd Year Math
- 3rd Year Science
- US Government & Economics
- Elective
- Elective
- Endorsement Elective
- Endorsement Elective

**Senior Year**
- English 4
- 4th Year Math
- 4th Year Science
- Elective (4th Year Social Studies encouraged)
- Elective
- Elective
- Endorsement Elective
- Endorsement Elective

## Robstown ECHS Diploma Plan
### Foundation with Endorsement
#### With Early College Dual Credit

**Freshman Year**
- English 1 PAP
- Algebra 1 PAP
- Biology PAP
- World History PAP
- AVID 1/Elective
- Elective
- Dual Credit Classes
- Endorsement Elective

**Sophomore Year**
- English 2 PAP
- Algebra 2 PAP
- Geometry PAP
- Chemistry PAP
- US History DC Classes
- Avid 2/Elective
- Endorsement Elective
- DC Classes

**Junior Year**
- English 3 DC Classes
- Math DC Classes
- Chemistry DC Classes
- US Government DC Class & Economics DC Class
- Elective
- Elective
- Endorsement Elective
- Endorsement Elective

**Senior Year**
- English 4 PAP
- 4th Year Math
- 4th Year Science
- TX Government DC Class
- Endorsement Elective
- Endorsement Elective
- DC Classes
- DC Classes

## Robstown ECHS Diploma Plan
### Required Early College Dual Credit
#### Plan for Associate in Arts Degree

**Freshman Year**
- MUSI 1306: Music Appreciation
- SPCH 1311: Communication App

**Sophomore Year**
- HIST 1301 & HIST 1302: US History
- PSYC 2301: General Psychology
- PHIL 2306: Intro to Ethic

**Junior Year**
- ENGL 1301 & ENGL 1302: Composition I & Composition II
- MATH 1332 or MATH 1314: Contemporary Mathematics or College Algebra
- CHEM 1305 & CHEM 1307: Introductory Chemistry I & II
- GOVT 2305: US Government
- ECON 2301: Macroeconomics

**Senior Year**
- GOVT 2306: TX Government
- Dual Credit Elective
- Dual Credit Elective
- Dual Credit Elective
- Dual Credit Elective
- Dual Credit Elective
- Dual Credit Elective

### Total College Hours: 60
Student should check specific requirements of the college or university to which they plan to transfer.
Core Courses

- **NCAA Division I requires 16 core courses.** See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the breakdown of core-course requirements below.

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The **writing section of the SAT** is **not used**.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. **Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Use the list as a guide.
- Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- **Division I** core grade-point-average requirements are listed on the sliding scale on Page No. 2 of this sheet.
- **The Division II** core grade-point-average requirement is a minimum of 2.000.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.

<table>
<thead>
<tr>
<th><strong>DIVISION I</strong> 16 Core Courses</th>
<th><strong>DIVISION II</strong> 14 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td>3 years of English.</td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td>2 years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
<td>2 years of social science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
</tr>
</tbody>
</table>
**Dual Credit/Dual Enrollment Program Information**

1. **College Student Status**
   Students enrolled in the dual enrollment program ARE college students. College credit and high school credit will be earned at the same time. You are working toward completion of coursework that will be on your college transcript. This is a permanent, official college record that will strongly influence future financial aid and college/university application submissions, etc. It is very important that you understand how the final grade in this course can affect your future.

   Withdrawing from the class past the deadline OR failing the class will affect your future college financial aid and your future college academic status. Do not enroll in a course(s) if you are not committed to staying in the course(s), studying and passing the courses(s).

2. **Bacterial Meningitis Vaccination Requirement**
   It is required that all new students, and returning students (who have had a fall or spring semester break in their attendance at an institution of higher education) provide proof of a bacterial meningitis vaccination or booster 10 days prior to the first class day of the entering semester. Without the evidence of vaccination, a student cannot attend classes. Students who do not provide the evidence of vaccination will not be allowed to attend classes and will be dropped from all classes on the first-class day.

3. **CBC/DMC**
   Students participating in the CBC/DMC Dual Credit program will be responsible for adhering to all policies in the CBC/DMC Student Handbook.

4. **UT**
   Students participating in the UT On-Ramps Dual Enrollment program will be responsible for adhering to all policies in the UT Student Handbook.

5. **Withdrawing/Dropping a Dual Credit OR Dual Enrollment Course(s)**
   Should it become necessary to drop one dual credit course or withdraw from all registered dual credit/dual enrollment courses, the student with the assistance of their high school principal or counselor is required to submit the appropriate form. If a student does not complete a dual credit or enrollment course, they will not be allowed to enroll the following semester. If a student is enrolled in Algebra I Dual Credit and drops, then the student has not completed their fourth math credit. Therefore, the student will have to enroll in the pre-calculus course and pre-calculus credit recovery in order to complete the fourth math credit.

6. **Seven or More Credit Hours**
   If a student wishes to enroll in more than 7 semester credit hours, they must have approval by the high school principal and/or counselor and must be submitted prior to enrollment. No Exceptions.

7. **Testing Requirements**
   Before a student can enroll in a dual credit/enrollment course, they must speak with their high school counselor and verify they are eligible to enroll in a particular course. If test scores are needed to enroll, the student must have taken the appropriate exam before the Dual Credit registration deadline. No Exceptions.
8. **Class Schedule/Attendance**
   Classes begin promptly at the scheduled time. It is the student’s responsibility to adhere to this time frame. Being punctual and attending your classes(es) enhances scholastic performance. Attendance at DMC counts toward attendance at RECHS. If you are absent from your classes at DMC, it will be recorded on your school record at RECHS. Also, college calendars may not match the RISD calendar. If college is open, you are expected to attend class(es).

9. **Students Moving/Leaving the High School**
   Once registered, if a student fails to withdraw according to CBC/DMC/UT withdraw/drop dates and guidelines and/or does not complete their dual credit/ dual enrollment course, they will be given an “F”. Therefore, if you are aware of any situation that may interfere with your ability to complete the semester, you should not enroll in the dual credit/ dual enrollment course.

10. **Grades**
    Students enrolled in Dual Credit/Dual Enrollment courses will be given an alpha numeric grade at the end of each semester. If grades are not received from the college before the RECHS semester grade reporting deadline, the grade will be visible on the RECHS student transcript. The colleges post mid-term and final grades in their online websites. Students must login to see their grades.