It is the policy of Judson Independent School District not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
Vision
Judson ISD is Producing Excellence!

Mission
All Judson ISD students will receive a quality education enabling them to become successful in a global society

Judson ISD Values

- Students First
- Teamwork
- Accountability
- Results-Oriented
- Loyalty
- Integrity & Mutual Respect
- Safe & Secure Environment
- Two-way Communication

#Choose Judson
BOARD OF EDUCATION

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A special thank you to all of the individuals who contributed and provided feedback on the course catalog: Professional School Counselors, Curriculum Specialists, Academic Deans, Administrators, and the Departments of Career and Technology, Fine Arts, Curriculum & Instruction, Instructional Technology, and Guidance & Counseling.

©Judson ISD High School Course Catalog
Introduction

The Judson Independent School District Course Catalog lists the courses that our high schools generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, the class may not be offered for the current year or on both campuses. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

The Course Catalog provides a Table of Contents to assist in locating specific areas of information. The first section of the guide contains general information. The second section provides the specific description of courses by department and/or subject area. Descriptions, prerequisites, grade levels, and credits are listed for each course. The last section lists career education courses and information.

The Course Catalog is also available online. The Judson ISD website address for the Course Catalog is as follows: www.judsonisd.net

Items in the catalog are subject to change
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Judson Independent School District
High Schools

Judson High School
9142 FM 78
Converse, TX, 78109
(210) 945-1100

Wagner High School
3000 N. Foster Road
San Antonio, TX, 78244
(210) 662-5000

Veteran Memorial HS
7618 Evans Road
San Antonio TX, 78266
(210) 619-0220

Specialty Schools

Judson Early College Academy (JECA)
8230 Palisades drive
Live Oak, TX, 78148
(210) 619-0200

Judson Learning Academy (JLA)
6909 N. Loop 1604 E, # 2010
San Antonio, TX, 78247
(210) 651-4080
Dear Parents and Students

The Judson ISD High School Course Catalog has been designed to provide our students and parents with helpful information regarding the courses offered in Judson ISD. In order to make appropriate course selections for the 2019-2020 school year it is extremely important that you and your student become familiar with the course catalog.

The Professional School Counselors (PSCs) of the Judson ISD Guidance and Counseling Department have an understanding of your student’s abilities and interests and will offer guidance and suggestions based on those abilities. It is imperative that your student make individual choices for his/her schedule.

It is vital that students take an active role in the course selection process in choosing academic/career planning classes, as schedule changes will be minimal. I strongly encourage that you and your student review the courses on the following pages. Judson ISD intends to offer every course described in this course catalog; however, staffing, class sizes, and funding will determine course availability.

After the registration window closes, course request changes may be made for extenuating circumstances. Changes made after the opening of the school year will be made for “leveling” class sizes, for administrative purposes, or for correcting errors and in accordance with the Schedule Change Process in the Course Planning Guide. Please make selections carefully.

It is Judson ISDs intent that your student has appropriate opportunities to select courses and makes the best possible choices. If you have any questions regarding particular courses and/or the course selection process, graduation requirements, or scheduling, please call your student’s counselor. We are excited to announce that for the 2019-20 School Year High School students will be following an innovative schedule. More details are provided in the catalog.

We look forward to working with you and your student in preparing for a successful upcoming school year.

Sincerely,

Monica Garcia

Director of Guidance and Counseling
Judson ISD is proud to announce we are implementing a new Innovative Schedule at our three comprehensive high schools. This will allow more instructional time and provide more opportunities for our students.

**How it Works:**

Students will take up to 10 courses each year with 5 courses being scheduled in the fall and 5 in the spring. Courses will be 75 to 90 minutes long.

### Type of Courses and Award of credit

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Length of Course</th>
<th>Award of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>18 Weeks</td>
<td>.5 credit at each 9 Weeks Final credit awarded at 18 weeks</td>
</tr>
<tr>
<td>Yearlong</td>
<td>36 Weeks</td>
<td>.5 credit (1 credit course) 1 credit (2 credit course) at each 18 weeks Final credit awarded at 36 weeks</td>
</tr>
<tr>
<td>Quarter</td>
<td>9 Weeks</td>
<td>.5 credit awarded at 9 Weeks (limited courses .5 credits)</td>
</tr>
</tbody>
</table>
### Sample Daily Schedule

*Lunch schedules will vary by campus*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 a.m.</td>
<td>Morning Bell</td>
</tr>
<tr>
<td>8:25 a.m.</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:30 - 9:45 (75 minutes)</td>
<td>1st BLOCK</td>
</tr>
<tr>
<td>9:45 – 9:50</td>
<td>Passing Period</td>
</tr>
<tr>
<td>9:50 – 11:20 (90 minutes)</td>
<td>2nd BLOCK</td>
</tr>
<tr>
<td>11:20– 11:26</td>
<td>Passing Period</td>
</tr>
<tr>
<td>11:26 – 1:30 (90 minutes)</td>
<td>3rd BLOCK/LUNCH</td>
</tr>
<tr>
<td>1:30 – 3:05 (90 minutes)</td>
<td>4th BLOCK</td>
</tr>
<tr>
<td>3:05 – 3:10</td>
<td>Passing Period</td>
</tr>
<tr>
<td>3:10 – 4:25 (75 minutes – bus changes)</td>
<td>5th BLOCK</td>
</tr>
</tbody>
</table>
General Information
GENERAL INFORMATION

Credit by Examination
In accordance with Board Policy EHDB (LEGAL), a student in any of grades 6–12 may be given credit for an academic subject in which he or she had some prior instruction if the student scores 70 percent or higher on a criterion referenced test approved by the Board for the applicable course.

If a Student Has Not Taken the Course - A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The dates on which exams are scheduled during the school year are included in the student handbook.

A student will earn credit with a passing score of at least 80 on the exam.

If a student plans to take an exam, the student (or parent) must register with the Counseling Office no later than 30 days prior to the scheduled testing date. The district may deny a request by a parent or student to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. (For further information, see EEJB(LOCAL).

For more information about Credit by Examination, see the Judson ISD website at http://www.Judsonisd.org

English as a Second Language (ESL) Program
Judson High Schools provides English as a Second Language (ESL)/sheltered instructional strategies to students identified as Limited English Proficient (LEP). Additionally, the high school language arts curriculum provides ESL support for English Language Learners who are recent immigrants (0-3 years in U.S. schools) through an English for Speakers of Other Languages (ESOL) class. The purpose of the ESL program is to enable LEP students to be competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods.

Personal Graduation Plans (PGPs)
All students are required to complete a high school personal graduation plan (PGP) before the end of their 9th grade year which will include a four-year plan of study based on their selected endorsement. Texas Education Code 28.02121 states that the personal graduation plan “must include information concerning the benefits of choosing a high school personal graduation plan that includes the distinguished level of achievement under the foundation high school program and includes one or more endorsements to enable the student to achieve a class rank in the top 10 percent for students at the campus.” The personal graduation plan is a working document that counselors will use to monitor student completion of graduation requirements.

Section 504 Services
Section 504 of the Rehabilitation Act of 1973 is a Civil Rights Act, which prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. In order to fulfill its obligation under Section 504, Judson ISD recognizes a responsibility to avoid discrimination in policies and practices regarding its students. No discrimination against any students solely due to his/her disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under Section 504 which include the responsibility to identify, evaluate and, if the student is determined to be eligible under Section 504, to afford access to necessary educational accommodations. For more information regarding Section 504, contact the campus counselor.

Special Education Services
Judson ISD provides a continuum of special education services for students with disabilities. Special education services are provided according to the student’s Individualized Education Plan (IEP) as per the recommendation of the Annual Review and Dismissal (ARD) Committee. For more information, please see the Judson ISD Special Education website at https://www.judsonisd.org/district/instruction/SpecialEducation/
Commencement Exercises
A student may take part in high school graduation exercises if he/she has successfully completed all requirements as determined by TEA and Judson ISD, including all required state examinations and required course credits. If a student fails to meet any graduation requirement (e.g. passing all state Exit Level assessments) by the date of the graduation, the student may not participate in graduation exercises that school year. He/she may participate in graduation exercises following their completion of all requirements.

NCAA
Student athletes will be required to file with the NCAA Clearinghouse to determine initial eligibility to participate in college athletics. Some Judson courses which count toward graduation are not accepted by the NCAA as core courses for college athletic eligibility. (www.ncaaclearinghouse.com)

Student Registration Process
Counselors will meet individually with their students to provide support and guidance in building a course schedule for the upcoming school year. At the conclusion of the registration process, master scheduling will be built whereby faculty and staff will be assigned based on student course choices from registration. Schedules should not be changed after courses have been selected and entered with the counselor. Judson ISD does understand that certain circumstances may require modification to the student’s schedule.

Class Schedule Change Process
Students/Parents will receive a copy of the courses selected for upcoming school year. If a change is necessary, dates will be posted online for times where Judson ISD counselors will be available for course schedule modification. If dates are not conducive to meet with the counselor in person, schedule change requests may be submitted in writing, with a parent’s signature, to the campus Counseling Office. Changes requested at the beginning of the school year will require students to submit a request in writing the counselor. A personal conference with the student, parents, and the counselor is required before any requested class schedule changes will be made. Schedule changes for students with disabilities receiving special education services must be made through an ARD meeting or Amendment to the IEP. Counselors will contact the campus Special Education Department should a student receiving special education services request a schedule change.

New for Innovative Schedule Change
Schedule changes may only be made within the first 5 days for a nine week course or 10 days for an 18 week course of a new semester. Requests will be honored only if a student fails to satisfy the prerequisite and/or enrollment criteria for the course, a scheduling conflict exist, or the student previously earned credit for the course.

Student schedules will not be changed to select different teachers, lunch periods, and to drop a previously selected elective. Schedule changes involving an extenuating circumstance will need final approval from the principal.

Dropping A Course
A student may request to drop a course and replace it with an approved course without any penalties if done within the first 5 instructional days for a 9 week course and within 10 instructional days for an 18 week course of the grading period. If a student drops a course after the 5th or 10th day, the student will receive a “50” as a withdrawal grade, regardless if the student was passing the course. If the student is failing the course with a grade below a “50”, that grade will be recorded as the withdrawal grade on the student’s academic achievement record. The withdrawal grade will display on the report card and will be used for grade point average calculations and class ranking purposes. A grade of 50 will make the student ineligible for that grading period for participation in extracurricular activities in accordance with UIL rules. Dropping a Honors or Advanced Placement course, which is exempt from no-pass no-play, does not cause loss of eligibility at anytime unless full time status is affected or the school has adopted a more stringent policy.
Graduation Requirements
## Judson ISD
### Graduation Requirement

<table>
<thead>
<tr>
<th>Foundation + Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English:</strong> Four credits</td>
</tr>
<tr>
<td><em>English I, English II, English III, an advanced English course</em></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> Four credits</td>
</tr>
<tr>
<td><em>Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course</em></td>
</tr>
<tr>
<td><strong>Science:</strong> Four credits</td>
</tr>
<tr>
<td><em>Biology; one credit in IPC, Chemistry or Physics; two credits in any advanced science courses</em></td>
</tr>
<tr>
<td><strong>Social Studies:</strong> Three credits</td>
</tr>
<tr>
<td><em>World Geography or World History, U.S. History, ½ credit each of Economics and U.S. Government</em></td>
</tr>
<tr>
<td><strong>Physical Education:</strong> One Credit</td>
</tr>
<tr>
<td><strong>Languages other than English:</strong> Two credits</td>
</tr>
<tr>
<td><em>Two credits from Computer Science I, II, and III (other substitutions)</em></td>
</tr>
<tr>
<td><strong>Fine Arts:</strong> One credit</td>
</tr>
<tr>
<td><em>Art, Band, Choir, Theatre Arts, and Dance</em></td>
</tr>
<tr>
<td><strong>Electives:</strong> Seven credits</td>
</tr>
<tr>
<td><strong>Total:</strong> 26 credits</td>
</tr>
</tbody>
</table>

**Distinguished Achievement = Foundation + Endorsement + Algebra II**

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science
- Completion of curriculum requirements for at least one endorsement
- A student must earn Distinguished Achievement to be considered in the “Top 10%” of the class and qualify for automatic college admission.

**Performance Acknowledgments**

- Four outstanding performance
  - In a dual credit course
  - In bilingualism and illiteracy
  - On an AP test or IB exam
  - On the PSAT, the ACT-Plan, the SAT, or the ACT
- For earning a nationally or internationally recognized business or industry certification or license

---

**Endorsements***

*See a complete outline of Endorsements, Programs, and Course Sequences in the Catalog*

Students will be able to earn one or more endorsements as part of their graduation requirements and they must select an endorsement by the ninth grade. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits. **Students can choose from 5 endorsement areas:**

- Multidisciplinary
- Arts & Humanities
- Business/Industry
- Public Service
- STEM
# Judson ISD Course Sequence

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 4 Credits</strong></td>
<td><strong>Math 4 Credits</strong></td>
<td><strong>Science 4 Credits</strong></td>
<td><strong>Social Studies 4 Credits</strong></td>
</tr>
<tr>
<td>English I</td>
<td>Algebra I</td>
<td>IPC</td>
<td>World Geography</td>
</tr>
<tr>
<td>English II</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History</td>
</tr>
<tr>
<td>English III</td>
<td>Algebra II</td>
<td>Physics</td>
<td>US History</td>
</tr>
<tr>
<td>English IV</td>
<td>Pre-Calculus</td>
<td>Chemistry</td>
<td>Government and Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Astronomy</td>
<td>Gov/Eco AP</td>
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<tr>
<td></td>
<td></td>
<td>Aquatic Science</td>
<td>Gov/Eco TAG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Systems</td>
<td>IB History of the Americas 2</td>
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<td></td>
<td></td>
<td>Physiology and Anatomy</td>
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<td></td>
<td></td>
<td>Anatomy and Physiology</td>
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<td></td>
<td></td>
<td>Medical Microbiology</td>
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<td></td>
<td></td>
<td>Pathophysiology</td>
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<td></td>
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<td>Food Science</td>
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<td>Forensics</td>
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<td></td>
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<td>Advanced Animal Science</td>
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<td></td>
<td></td>
<td>Anatomy and Physiology Honors</td>
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<td></td>
<td></td>
<td>AP Bio</td>
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<td>AP Chemistry</td>
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<td>AP Physics</td>
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<td></td>
<td></td>
<td>AP Physics 2</td>
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<td></td>
<td></td>
<td>IB Science SL &amp; HL</td>
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<tr>
<td></td>
<td></td>
<td>AP English Literature and Composition</td>
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<td></td>
<td></td>
<td>Communication Applications Dual Credit</td>
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<tr>
<td></td>
<td></td>
<td>English IV AP</td>
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<tr>
<td></td>
<td></td>
<td>English IV TAG</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>English IV IB</td>
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<tr>
<td></td>
<td></td>
<td>Mathematical Models with Applications</td>
<td></td>
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<td></td>
<td>Algebra II</td>
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<td></td>
<td>AP Calculus AB</td>
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<td>Pre-calculus AP</td>
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<td></td>
<td>Statistics</td>
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<td></td>
<td></td>
<td>AP Computer Science</td>
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<td></td>
<td></td>
<td>Algebraic Reasoning</td>
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<tr>
<td></td>
<td></td>
<td>Advanced Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Studies in Math: Dual Credit Math</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Academics
2019-2020
Advanced Placement

Advanced Placement (AP) is a program administered by the College Board which offers college-level curricula and examinations to high school students. The AP Program has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. AP teachers receive training from and follow the course guidelines set by the College Board. College faculty review every AP teacher’s course syllabus.

Each AP course includes a comprehensive exam at the end of the course. Colleges use the scores from the AP exams to award college credit to students. Students are expected to participate in the exam at the end of each AP course. Judson ISD offers several AP courses at each of the high schools.

For more information about AP, see: https://apstudent.collegeboard.org/home.

### Advanced Placement Courses

#### English

**103A AP English Language and Composition**
The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytical and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
</tr>
</thead>
</table>

**104A AP English Literature and Composition**
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
</tr>
</thead>
</table>
## History and Social Studies

### 210A AP Human Geography
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
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</thead>
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### 202A AP World History
AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 800 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
</tr>
</thead>
</table>

### 203A AP US History
AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
</tr>
</thead>
</table>

### 212A AP European History
AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

<table>
<thead>
<tr>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
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</thead>
</table>
### 230A AP Psychology
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

### 207A AP Macroeconomics
AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### 206A AP US Government and Politics
AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project.
# Math and Computer Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Judson HS</th>
<th>Veterans Memorial HS</th>
<th>Wagner HS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>311A AP Calculus AB</strong></td>
<td>PREREQUISITE: Pre-Calculus</td>
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<tr>
<td></td>
<td>AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.</td>
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<tr>
<td><strong>312A AP Calculus BC</strong></td>
<td>PREREQUISITE: Pre-Calculus</td>
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<td>AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.</td>
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<tr>
<td><strong>310A AP Statistics</strong></td>
<td>PREREQUISITE: Algebra II</td>
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<td>The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</td>
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<tr>
<td><strong>349A AP Computer Science Principles</strong></td>
<td>PREREQUISITE: Algebra I</td>
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<td></td>
<td>The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.</td>
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<tr>
<td><strong>348A AP Computer Science A</strong></td>
<td>PREREQUISITE: Algebra I</td>
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<td></td>
<td>AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</td>
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</tbody>
</table>
### Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>PREREQUISITE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>402A</td>
<td>AP Biology</td>
<td>Biology I and Chemistry I</td>
<td>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.</td>
</tr>
<tr>
<td>413A</td>
<td>AP Chemistry</td>
<td>Chemistry I and Algebra II</td>
<td>The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry based), and it is recommended that students keep a lab notebook throughout.</td>
</tr>
<tr>
<td>431A</td>
<td>AP Physics I</td>
<td>Geometry and Concurrent Enrollment in Algebra II</td>
<td>AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.</td>
</tr>
<tr>
<td>432A</td>
<td>AP Physics 2</td>
<td>AP Physics 1 or Physics 1</td>
<td>AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.</td>
</tr>
<tr>
<td>428A</td>
<td>AP Environmental Science</td>
<td>Biology I, Chemistry I, and Algebra I</td>
<td>The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.</td>
</tr>
</tbody>
</table>
### Languages other than English (LOTE)

#### 604A AP Spanish Language and Culture

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

There are no prerequisites; however, students are typically in their fourth year of high school-level Spanish language study. For native and heritage speakers, there may be a different course of study leading to this course.

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#### 605A AP Spanish Literature and Culture

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

RECOMMENDED PREREQUISITE: AP Spanish Language and Culture; for native and heritage speakers, there may be a different course of study leading to this course.

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<tr>
<th>Judson HS</th>
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<th>Wagner HS</th>
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#### 614A AP French Language and Culture

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

There are no prerequisites; however, students are typically in their fourth year of high school-level French language study. For native and heritage speakers, there may be a different course of study leading to this course.

<table>
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<th>Wagner HS</th>
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## Fine Arts

### 712A AP Art History

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

### AP Studio Art

The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students’ work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making. Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.

The three AP Studio Art courses are 711A AP Studio Art: Drawing, 713A AP Studio Art: 2-D Design, and 714A AP Studio Art: 3-D Design.

### 740A AP Music Theory

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

There are no prerequisite courses for AP Music Theory. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.
College Readiness Testing Information

PSAT

The PSAT is given in October to sophomores and juniors. This is a preliminary test for the SAT college entrance exam and for juniors it is the qualifying exam for the National Merit Scholarship Contest. Many scholarship or college applications will ask for junior year PSAT scores. This test covers Evidence-Based Reading and Writing and Mathematics. It is a valuable predictor for success in higher level courses, such as AP, future SAT scores, and success in college.

https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10

SAT Reasoning Test

SAT is one of two college entrance exams required by most colleges and universities. The SAT measures Evidence-Based Reading and Writing, Mathematics, Writing ability needed to succeed in college-level work. The SAT is currently provided to all juniors during the school day in March. Seniors are given the SAT during the school day in October. There is no charge for the SAT taken during the school day. The SAT is also given on Saturdays seven times a year. Pre-registration for Saturday testing is required about six weeks in advance and test fees apply. Fee waivers may be available for students who qualify.

https://collegereadiness.collegeboard.org/sat

SAT Subject Tests

SAT Subject Tests consist of a series of achievement tests in 20 subjects. Some universities will require certain exams for admission and placement. Colleges or universities may award college credit for high scores on the exams. Students should register for these tests after completing the highest level course in that subject. Up to three exams may be taken on any given Saturday, but the SAT – Reasoning Test may not be taken the same date. The SAT Subject tests are given on Saturdays seven times a year. Pre-registration is required about six weeks in advance and test fees apply. Fee waivers may be available for students who qualify.

https://collegereadiness.collegeboard.org/sat-subject-tests

ACT

The ACT is one of two college entrance exams required by most colleges and universities. ACT test skills in English, Math, Science, and Reading. ACT exams are given on Saturdays seven times a year. Pre-registration is required about six weeks in advance and test fees apply. Fee waivers may be available for students who qualify.

https://www.act.org/

Advanced Placement (AP)

The College Board AP exams are given once a year in May. Each three hour exam covers college level content for a specific course and is given during the school day. The tests consist of both multiple choice and free-response questions. Scores range from 1-5, with most colleges awarding credit for scores of 3 or higher. Judson ISD helps defray the cost of these exams for all students. Students pay $25.00 per exam. Students with financial need pay $10.00 per exam.

https://apstudent.collegeboard.org/home

Texas Success Initiative

The Texas Success Initiative Assessment is a state-legislated exam to determine student readiness for success in college. The TSI Assessment is required for dual credit and Early College High School classes. The TSI tests skills in Reading, Writing and Mathematics. Judson ISD provides the TSI Assessment to students that require the test for their academic program at no cost.

http://www.collegeforalltexans.com/
Academic Achievement
Promotion / Retention (Grades 9-12)
Grade-level advancement for students in grades 9-12 shall be based by course credits (with a passing grade of 70%) and attendance rate (see below). Any required course failed/denied credit during the school year should be retaken through summer school, night school, correspondence or credit-by-exam. Changes in grade level classification shall be made at the beginning of the fall semester.

Any student who does not meet the requirements for promotion at the beginning of the school year will be reclassified to the previous grade. Current classification requirement are subject to revision – Grading Handbook Committee Meeting

Attendance Rate and Absences
Students must be in attendance for at least 90 percent of the days that school is in session in order to receive credit for the school. If students do not meet this requirement, only an official attendance committee can consider grade level advancement or credit reinstatement. (El Legal)

Courses of Study/Advancement
Judson ISD follows the Texas Essential Knowledge and Skills (TEKS) approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

Rank in Class and Weighting Grade Policy (9-12)
Beginning with the ninth grade students in the 2014-2015 school year, “quality points” shall be added as follows:

<table>
<thead>
<tr>
<th>Course level/rigor</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP/IB</td>
<td>1.2</td>
</tr>
<tr>
<td>Honors/Pre-IB/Dual Credit</td>
<td>1.1</td>
</tr>
<tr>
<td>Regular</td>
<td>1.0</td>
</tr>
<tr>
<td>Modified</td>
<td>0.9</td>
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</tbody>
</table>

Beginning with the 2014–15 school year and thereafter, official class rank shall be calculated at the conclusion of the sixth semester of high school and made available to senior students and their parents by November 1 of each year. Additionally, class rank shall be determined at the conclusion of the seventh semester of high school and made available to senior students and their parents by the conclusion of the second full week in February. Senior class rank shall be calculated after completion of the third nine-week grading period of their senior year. The average of grades for the second and third nine-week grading period shall be used as an additional semester grade in this final class rank. Class rank shall be determined using a weighted grade system that supports academic achievement and rigor. Rank points shall be determined by multiplying each semester grade of a ranked course by rank factor, which recognizes differences in levels of difficulty between AP, IB, dual credit, honors, Pre AP, Pre-IB, regular, and modified coursework. The weighted grade average (WGA) determines the rank in class. The student earning the highest WGA shall be ranked No. 1, and all other students shall take the following positions in increasing numeric order.
HONOR GRADUATES

Graduates are recognized by their cumulative grade average as follows:

- Summa Cum Laude: 98 and above
- Magna Cum Laude: 95 – 97.99
- Cum Laude: 90 – 94.99

Report Cards/Progress Reports

Parents should refer to the school calendar for the dates of each nine-week grading period. Additionally, parents are encouraged to utilize PARENT CENTER to monitor student grades and attendance. Refer to the Judson website at www.judsonisd.org and look under the parent information tab for more details.

GRADING SYSTEM

- 90% – 100% = A
- 80% – 89% = B
- 70% – 79% = C
- 69% AND BELOW = F

Credit is not awarded for grades 69% and below
Honors, Advanced Placement (AP) and International Baccalaureate (IB) courses are for those students who possess a high interest in a particular content area and who desire academic challenge both inside and outside the classroom. Students who choose to enroll in advanced courses should:

- Be self-motivated and self-disciplined
- Be able to work independently
- Be willing to complete assignments outside of the classroom
- Be able to measure success and learning beyond a numerical grade
- Be able to follow the honor code as outlined in the JISD student handbook

Students and parents must agree that when a student enrolls in an Honors, AP or IB course, he or she makes a commitment to that course. Schedule changes from an Honors, AP or IB class to a regular class will follow the guidelines below:

1. Students must remain in the Honors course the first five instructional days for a 9-week course, the first 10 instructional days for an 18-week course, or the first five weeks for a Yearlong course. This is an adequate amount of time for students to experience the pace and complexity of the course as well as determine whether or not this is an appropriate placement for them.

2. If a student is struggling during the initial period of instruction as outlined above and considering a schedule change, a parent/teacher conference must occur.

3. Parents, students, and teachers may initiate a schedule change into a regular class after the initial period of instruction. A request for change form must be completed and then submitted to the counselor or academic dean with teacher, parent, and student signatures.

4. If the student fails to earn the first 0.5 credit of an Honors, AP or IB course, a schedule change to a regular class for the remainder of the course may take place. A failing student may remain in an Honors, AP or IB class based on the unanimous decision of a conference committee comprised of the parent, teacher, counselor /academic dean.

In an effort to provide continuous support throughout the year, parents, teachers and students are encouraged to maintain ongoing communication using email, phone calls and conferences. Teachers offer tutorial sessions before and after school. Students should make a concerted effort to attend the tutoring sessions.

To ensure placement in the desired Honors, AP or IB courses, please sign and attach this form to the course selection sheet before the end of the registration period.

My Challenge Agreement courses: 1) 2) 3) 4)
State Assessments
For the most up to date information and resources on state assessments please refer to the Judson ISD Testing page at: https://www.judsonisd.org/district/StudentSupportServices/Testing/index.cfm

Overview
All public school students in Texas, grades 3-12, take STAAR tests. STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade. The goal is to ensure that all students receive what they need to be academically successful. STAAR tests are taken in the spring and are offered in paper and online formats.

STAAR End-of-Course Assessments for High School Students
- English I
- English II
- Algebra I
- Biology
- U.S. History

How will student performance be reported?
After taking a STAAR exam, results will be reported based on one of four performance levels and can be accessed from www.texasassessment.com:
- Masters Grade Level - The student passed the test and shows mastery of course content. The student is on track for college and career readiness.
- Meets Grade Level - The student passed the test and shows strong knowledge of course content. The student is prepared to progress to the next grade.
- Approaches Grade Level - The student passed the test and shows some knowledge of course content, however, critical elements are missing. The student may need additional support in the coming year.
- Did Not Meet Grade Level - The student did not pass the test and shows a lack of basic understanding of course content. The student needs significant support in the coming year.

Does my child need to pass STAAR to be promoted to the next grade level?
STAAR will serve as a promotion standard for students in 5th and 8th grade who take the STAAR Mathematics and Reading tests as required by the Student Success Initiative (SSI) enacted by the 81st Texas Legislature in 2009 (TEC §28.021(d)).

Does my child need to pass STAAR to graduate from high school?
State law mandates that in addition to meeting all course requirements, students must also pass all five end-of-course exams to receive a diploma from a Texas public school (19TAC §101.3022, TEC §39.023). Students have three opportunities to take STAAR assessments (Spring, Summer and Fall).

Will students who receive special education services take the STAAR?
The admission, review, and dismissal committee for a student who receives special education services will determine the appropriate test. Students taking STAAR may be eligible for designated supports to assist with accessibility to the test. An alternative test, STAAR Alternate 2, will be available for students with the most significant cognitive difficulties.
The “Keys to Success” begin with:

- **Step 1: Scholarships**
  - Apply early for scholarships. (Be aware of deadline dates and request letters of recommendation early).
  - Request official transcripts early
  - Notify High School Counselor of scholarship awards

- **Step 2: Fill Out the FAFSA** *(Free Application For Federal Student Aid, all students should apply regardless of income)*
  - Register for a Personal Identification Number at [www.pin.ed.gov](http://www.pin.ed.gov)
  - Complete the FAFSA online application each year after January 1 at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
  - Link your FAFSA application with your IRS tax return.
  - Electronically sign FAFSA application using your PIN number.
  - Follow up with Financial Aid Office regarding Student Aid Report

- **Step 3: Check for Award Letter**
  - Log onto your school account to check for your financial aid award
  - Accept the award
  - Contact the financial aid office if additional information is requested

- **Step 4: Student/Parent Loans**
  - Make sure your financial aid award will cover all your college costs
  - See Financial Aid Administrator for loans

- **Step 5: Money Management**
  - Create a budget (based on actual income minus expenses)
  - Don’t forget to budget for books (used or rented books are always more cost effective)
  - Stay away from credit cards and have knowledge of your credit.
College Application Process

- Fill out the applications at www.applytexas.org
- Give yourself time to complete the application procedure by starting as early as possible in the school year. Be aware that many schools require you to write an essay. This takes time!
- You have the responsibility for knowing specific details applicable to each school to which you are applying. Make sure you check admission deadlines, admission requirements, tests to be taken, etc.

College and Career Advisory

Continuing in the fall, all Judson ISD students in grades 9 through 12 will be exposed to college and career readiness. The content will be addressed during advisory period with a classroom teacher. Lessons and guidance covered will include organization, time management, study skills, note taking, college vocabulary, interview skills, resume building, collaborative work, test prep and interpersonal skills.

Students and Parents Please Login to SchooLinks for College and Career Information.

HOW TO LOGIN SchooLinks
Login URL: app.schoolinks.com/login

Each JISD student has TWO guardian accounts that can be claimed
1. Guardian Account #1: Your email/username is judsonisd-{student sis id}-a
2. Guardian Account #2: Your email/username is judsonisd-{student sis id}-b

Your temporary password is {student sis id}MMDD of student dob

* Tip: You might know your student’s SIS ID as their lunch number!

Example: if a student’s SIS ID is 123091 and their birthday is January 8th (01/08)

Email/Username is: judsonisd-123091-A OR judsonisd-123091-B Password is: 1230910108

Any additional questions please see your school Counselor
Course Descriptions

ENGLISH LANGUAGE ARTS
English Language Arts and Reading courses include study in the areas of reading, writing, oral and written conventions, research, listening and speaking, and comprehension. The sequence of English courses taken is English I, English II, English III, and English IV. Since courses build on the previous year, it is recommended that students take no more than one core English course during the same year.

SOCIAL STUDIES
Social Studies focuses on developing reflective, democratic citizenship within a global context, disciplines typically classified as belonging to the social and behavioral sciences as well as history, geography, and content selected from law, philosophy, and the humanities. It also includes those courses that focus on social problems, issues, economics and controversies. The social studies are both single-discipline and multi-discipline oriented depending upon the objectives being taught.

MATHEMATICS
The mathematics sequence of courses include Algebra I, Geometry, Algebra II, Mathematical Models, Pre-Calculus, Calculus and Statistics. These courses offer a variety of mathematical topics for students to develop understanding engage in.

SCIENCE
The science program is designed for students to use their senses and instruments to acquire data. Student investigations emphasize accurate observations, collection of data, analysis and safe manipulation of laboratory apparatus and materials in the field and the laboratory. At least 40% of instructional time, involves field and laboratory investigations.

HEALTH AND PHYSICAL EDUCATION
In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

REGULAR LEVEL OF INSTRUCTION
A regular course indicates that the content is on grade level and the level of instruction meets the needs of college bound students. Advanced courses are those that allow students to master advanced concepts, and beyond above the regular curriculum. Courses designated as Honors.
Earning College Credit in High School

Dual Credit

The high schools in Judson ISD partner with a number of colleges and universities to offer dual credit or dual enrollment classes that allow students to earn college and high school credit in the same course. Students must meet all admissions test requirements and submit applications through College or Career Counselor to the partnering college or university to enroll in these courses. Students must qualify and complete the enrollment process for these courses well in advance. The deadline for courses that begin in the fall is typically mid-April. The deadline for courses that begin in the spring is typically mid-November. Students who are interested in dual credit courses should contact their Counselor and the College or Career Counselor at their home campus for information about the courses available and the application process.

The courses that are available vary from campus to campus. The courses listed below may be offered as dual credit classes (subject to change).

- English Composition I and II
- Introduction to Speech Communication
- United States History I and II
- United States Government
- Economics
- Psychology
- College Algebra
- Statistics
- Art Appreciation
- Introduction to Computers

Core Complete

The Texas Higher Education Coordinating Board, with the assistance of its Undergraduate Education Advisory Committee, designed a new 42 semester credit hour (SCH) core curriculum for all undergraduate students in Texas public higher education institutions. The Coordinating Board approved the new core to be implemented in fall 2014. Judson ISD students have the opportunity to earn 42 semester credit hours in High School.

Advanced Placement

Each high school in Judson ISD offers a variety of Advanced Placement courses that allow students to earn college credit based on the College Board AP exams. Over 12,800 public colleges and universities and over 9,900 private colleges and universities have policies to award credit for AP exam scores. 23 states, including Texas, have credit policies for that require public universities to award credit for AP. In Texas, public colleges and universities may not require a score higher than 3 for a student to be awarded college credit for their AP exam (HB 1992). See the AP section of this catalog for a complete listing of AP courses.

Honors Placement

Honors courses are offered in most content areas that lead to one or more AP courses. Honors courses prepare students for the rigor of AP courses and develop content-specific skills students will need for success in their AP courses and beyond.
ENGLISH LANGUAGE ARTS
DEPARTMENT

101R ENGLISH I  03220100
Grade 9  Credit 1  Yearlong

Options in instruction: Honors - Term

Instruction is within the context of related reading, writing, speaking and listening with appropriate skill development in composition, literature, language and reading. Care is taken to ensure a balance among components so that the student receives instruction in all areas.

102R ENGLISH II  03220200
Grade 10  Credit 1  Yearlong

Options in instruction: Honors - Term

Instruction in this course includes a balance of reading, writing, speaking and listening with appropriate skill development in composition, literature, grammar and use.

103R ENGLISH III  03220300
Grade 11  Credit 1  Term

Options in instruction: AP  Yearlong

Instruction includes a balance of reading, writing, speaking, and listening with appropriate skill development in composition, American literature, language usage and reading.

103D ENGLISH III Dual Credit  03220300
Grade 11  Credit 2  Yearlong

Composition I-ENGL 1301 (Fall Term)
Composition II-ENGL 1302 (Spring Term) Independent Study in English 1st Time 03221800
College Credit: 6 hours
Prerequisites: English I, English II, & TSI College Readiness Score in Reading & Writing

The English 1301 (Fall Term) course focuses on the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style.

The English 1302 (Spring Term) course focuses on the intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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. Prerequisite: “C” or better in English 1301.
103DO ENGLISH III 03220300
Grade 11 Credit 2 Yearlong

Research & Writing-ENGL 1301 (Fall Term)
Rhetoric of American Society-ENGL 1302 (Spring Term) Independent Study in English 1st Time 03221800
College Credit: 6 hours
Prerequisites: English I, English II

The Research & Writing-English 1301 (Fall Term) course focuses on the intensive study of writing in argumentation that situates rhetoric as an art of civic discourse. Students analyze the various positions held in public debate and learn to advocate their own positions effectively.

The Rhetoric of American Society-English 1302 (Spring Term) course focuses students on analyzing and composing arguments about American society and identity formation, both personal and cultural. The goal of the course is to foster students’ abilities to analyze arguments presented by others and to write sound and effective arguments of their own. Prerequisite: “C” or better in English 1301.

104R ENGLISH IV 03220400
Grade 12 Credit 1 Term

Options in instruction: AP – Yearlong

Instruction in this course includes a balance of reading, writing, speaking and listening with appropriate skill development in composition, language, and reading. Literature pieces are chosen for their thematic connections and for real world relevance.

104DC ENGLISH IV Dual Credit 03220400
Grade 12 Credit 2 Yearlong

Composition I-ENGL 1301 (Fall Term)
Composition II-ENGL 1302 (Spring Term) Independent Study in English 1st Time 03221800
College Credit: 6 hours
Prerequisites: English I, English II, English III, & TSI College Readiness Score in Reading & Writing

The English 1301 (Fall Term) course focuses on the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style.

The English 1302 (Spring Term) course focuses on the intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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. Prerequisite: “C” or better in English 1301.

104DO ENGLISH IV 03220400
Grade 12 Credit 2 Yearlong

Research & Writing-ENGL 1301 (Fall Term)
Rhetoric of American Society-ENGL 1302 (Spring Term) Independent Study in English 1st Time 03221800
College Credit: 6 hours
Prerequisites: English I, English II, English III

The Research & Writing-English 1301 (Fall Term) course focuses on the intensive study of writing in argumentation that situates rhetoric as an art of civic discourse. Students analyze the various positions held in public debate and learn to advocate their own positions effectively.

The Rhetoric of American Society-English 1302 (Spring Term) course focuses students on analyzing and composing arguments about American society and identity formation, both personal and cultural. The goal of the course is to foster students’ abilities to analyze arguments presented by others and to write sound and effective arguments of their own. Prerequisite: “C” or better in English 1301.
**104D  ENGLISH IV Dual Credit**

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<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>Yearlong</th>
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<tr>
<td>12</td>
<td>2</td>
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</table>

British Literature I-ENGL 2322 (Fall Term)
British Literature II-ENGL 2323 (Spring Term)- Independent Study in English 2nd Time

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<tr>
<th>Grade:</th>
<th>Credit:</th>
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<tr>
<td>12</td>
<td>2</td>
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</table>

College Credit: 6 hours

**Prerequisites:** “C” or better in English 1301 and 1302, TSI College Readiness Score in Reading & Writing

The British Literature I-English 2322 (Fall Term) course focuses on a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

The British Literature II-English 2323 (Spring Term) course is a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. **Prerequisite:** “C” or better in English 2322.

**171  ENGLISH I SOL (SPEAKERS OF OTHER LANGUAGES)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>Yearlong</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
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</table>

| Prerequisite: | LPAC approval |

This course may be substituted for English I for immigrant students with limited English proficiency only. The course incorporates both second language acquisition TEKS and ELA TEKS.

**172  ENGLISH II SOL (SPEAKERS OF OTHER LANGUAGES)**

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<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>Yearlong</th>
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<tbody>
<tr>
<td>10</td>
<td>1</td>
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</tbody>
</table>

| Prerequisite: | LPAC approval |

This course may be substituted for English II for immigrant students with limited English proficiency only. The course incorporates both second language acquisition TEKS and ELA TEKS.

**117R READING I**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
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<tbody>
<tr>
<td>9-10</td>
<td>.5-1</td>
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</table>

Reading I offers students instruction in word recognition, comprehension strategies and vocabulary to ensure that they have an opportunity to read with confidence and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in tests that cross the subject fields. This course is not to be substituted for any of the four units of English required for graduation.

**118R READING II**

<table>
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<tr>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
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<tbody>
<tr>
<td>9-11</td>
<td>.5-1</td>
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</table>

Reading II offers students continued instruction in word recognition, comprehension strategies and vocabulary to ensure that they have an opportunity to read with confidence and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in tests that cross the subject fields. This course is not to be substituted for any of the four units of English required for graduation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>119R</td>
<td>READING III</td>
<td>10-12</td>
<td>.5-1</td>
<td>Term</td>
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<tr>
<td></td>
<td>This third year course for literacy strategies is designed for students who need literacy strategies/skills to ensure passing state standards as well as success beyond high school. Reading III helps those eleventh graders who have completed Reading I and Reading II and who still need additional help and support with reading.</td>
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<tr>
<td>111</td>
<td>CREATIVE WRITING</td>
<td>12</td>
<td>.5-1</td>
<td>Term</td>
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<tr>
<td></td>
<td>This composition course requires high school students to demonstrate their skill in such forms of writing such as expository essays. They also read short stories, poetry, and drama.</td>
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<tr>
<td>160</td>
<td>RESEARCH AND TECHNICAL WRITING</td>
<td>12</td>
<td>.5-1</td>
<td>Term</td>
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<tr>
<td></td>
<td>The study of technical writing allows high school students to earn credit while developing the skills necessary for writing persuasive and informative texts. 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.</td>
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<tr>
<td>112</td>
<td>PRACTICAL WRITING</td>
<td>12</td>
<td>.5-1</td>
<td>Term</td>
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<tr>
<td></td>
<td>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. 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.</td>
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<tr>
<td>113</td>
<td>LITERARY GENRES</td>
<td>12</td>
<td>.5-1</td>
<td>Term</td>
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<tr>
<td>131D</td>
<td>PUBLIC SPEAKING I</td>
<td>9-12</td>
<td>0.5</td>
<td>Term</td>
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<tr>
<td></td>
<td>College Credit: 3 Hours</td>
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<tr>
<td></td>
<td>Prerequisites: TSI College Readiness Score in Reading &amp; Writing</td>
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<td></td>
<td>The Speech 1315 course develops the student's skills, knowledge, and understanding of the public speaking process. Topics include the principles of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the oral presentation of well-prepared speeches, using computer technology when appropriate.</td>
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</tr>
<tr>
<td>130R</td>
<td>COMMUNICATION APPLICATIONS</td>
<td>9-12</td>
<td>0.5</td>
<td>9 Week Class</td>
</tr>
<tr>
<td></td>
<td>This course affords students the opportunity to practice and improve their communication skills in professional and social forums. Students design and present oral communications wherein effective communication skills are practiced. Students work independently, interpersonally, and collaboratively to prepare and present informative, persuasive, and motivational speeches. The Communication Applications course is a high school graduation requirement and provides one half credit.</td>
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</table>
ENGLISH LANGUAGE ARTS
ELECTIVES

120 INTRODUCTIONS TO JOURNALISM 03230100
Grade 9-12 Credit 1 Term
This course provides a survey study of the fields of journalism and photojournalism. It examines the role and the responsibility of media, explores newspaper structure and function, and examines methods of news gathering and reporting. Fundamental skills of journalism will be stressed: writing news, features and editorials, developing interviewing skills and learning page layout. Fundamental skills of photojournalism will also be addressed, including how to take pictures with a digital camera, download photographs on the computer, and crop and resize photographs in the program Photoshop. **Students must take this course prior to being placed in Yearbook Production or Newspaper Production.**

140, 141, 142 NEWSPAPER PRODUCTION I, II, III 03230140, 03230150, 03230160
Grade 10-12 Credit 1 Term
Prerequisite: Introduction to Journalism
This course gives students practical experience in the field of journalism by working as a staff member on the school newspaper. Students will be involved in all areas of production.

143, 144, 145 YEAR BOOK PRODUCTION I, II, III 03230110, 03230120, 03230130
Grade 10-12 Credit 1 Term
Prerequisite: Introduction to Journalism
This course gives students practical experience in the field of journalism through the work as a staff member on the school yearbook. Students will be involved in all areas of production and must be willing to work after school to ensure production of the yearbook by deadline.

153, 154, 155 DEBATE I, II, III 03240600, 03240700, 03240800
Grade 9-12 Credit 1 Term
Students in this class are required to compete at Texas Forensic League and UIL Tournaments. Students will be instructed in the fundamentals of debate; logic and reasoning, persuasion, analysis, development of ideas through argumentation, case construction, speaker responsibilities, cross-examination, ethics, philosophy and competitive debate techniques. Students will also experience extemporaneous speaking and oration. This course is designed for students who show marked evidence of the ability to read, think, listen, and analyze critically.

175 COLLEGE PREPARATORY ENGLISH LANGUAGE ARTS COURSE CP110100
Grade 12 Credit 1 Term
In this college-preparatory course students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions. This course is recommended for students who require state-mandated remediation. In particular, this course is intended to build the foundation for the study of Freshman Composition.
Course Description

Languages Other Than English (LOTE) courses offered in Judson ISD are French, German and Spanish. Since the approach to the teaching of all modern languages is similar, the following descriptors are applicable to each level of each language. French, German and Spanish consistently use the four modes of communication; speaking, listening, reading and writing. The Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) are the foundation of all Judson ISD LOTE curriculum.

The curriculum for AP courses is prescribed by the College Board. For AP course information, access https://apstudent.collegeboard.org/apcourse

Suggested Guidelines for LOTE Honors & AP courses

- Student should have strong personal commitment to accomplishing goals and objectives of the course.
- Student should have high academic interest and work ethic in LOTE and English Language Arts.
- Student is encouraged to seek teacher advisement.
- Student should have passed STAAR Reading and Writing.

All prerequisites are suggested guidelines designed to aid the student in choosing the course in which he/she will most likely succeed. A student’s teacher is the best advisor for content specific information.

** Two credits of LOTE courses are required for graduation. Refer to your graduation plan for details.

Languages Other Than English- Level I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>601 Spanish</td>
<td>Spanish</td>
<td>9-11</td>
<td>1</td>
<td>Term</td>
<td>NONE</td>
</tr>
<tr>
<td>611 French</td>
<td>French</td>
<td>9-11</td>
<td>1</td>
<td>Term</td>
<td>70 or higher in Level 1 of same language</td>
</tr>
<tr>
<td>621 German</td>
<td>German</td>
<td>9-11</td>
<td>1</td>
<td>Term</td>
<td>70 or higher in Level 1 of same language</td>
</tr>
</tbody>
</table>

This course provides an introduction to the three modes of communication (interpersonal, interpretive, and presentational) by focusing on the development of the speaking, listening, reading, and writing skills at the novice proficiency level. Cultural information provides enrichment to the study of the language. Students have the opportunity to use the target language through pair work and small group as well as role-play real-life situation.

Languages Other Than English- Level II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
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<tbody>
<tr>
<td>602 Spanish</td>
<td>Spanish</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
</tr>
<tr>
<td>612 French</td>
<td>French</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
</tr>
<tr>
<td>622 German</td>
<td>German</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
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</tbody>
</table>

This course continues to expand on the three modes of communication (interpersonal, interpretive, and presentational) by a continued focus on the development of the speaking, listening, reading, and writing skills at the intermediate proficiency level. Cultural information continues to provide enrichment to the study of the
language. Students have the opportunity to use the target language through pair work and small group as well as role-play real-life situation.

Languages Other Than English- Level II Honors
602H Spanish 03440200
612H French 03410200
622H German 03420200
Grade: 9-12 Credit: 1 Term
Prerequisites: 70 or higher in Level 1 of same language

This course exceeds the Level 2 requirements by including many independent activities requiring performance in the target language. The students will continue to expand on the three modes of communication (interpersonal, interpretive, and presentational) by a continued focus on the development of the speaking, listening, reading, and writing skills at the intermediate proficiency level through an enriched and accelerated curriculum. Cultural information continues to provide enrichment to the study of the language.

Languages Other Than English- Level III
603 Spanish 03440300
613 French 03410300
622 German 03420300
Grade: 9-12 Credit: 1 Term
Prerequisites: 70 or higher in Level 2 of same language

This course continues to work towards proficiency on the three modes of communication (interpersonal, interpretive, and presentational) by continuing to focus on the development of the speaking, listening, reading, and writing skills at the intermediate proficiency level. Cultural topics are integrated throughout the curriculum. Students have the opportunity to use the target language through pair work and small group as well as role-play real-life situation.

Languages Other Than English- Level 3 Honors
603H Spanish 03440300
613H French 03410300
622H German 03420300
Grade: 9-12 Credit: 1 Term
Prerequisites: 70 or higher in Level 2 of same language

Level III Honors is an advanced course recommended for students with a strong interest in LOTE and good study skills. This course continues to work towards proficiency on the three modes of communication (interpersonal, interpretive, and presentational) by continuing to focus on the development of the speaking, listening, reading, and writing skills at the intermediate to advance proficiency level. The study of some condensed literary works will incorporate the development of reading comprehension and writing skills. Cultural topics are integrated throughout the curriculum. Students have the opportunity to use the target language through individual, pair, and group work to allow increased creativity and the use of higher-order thinking skills.

AP Languages Other Than English- Level IV
604A Spanish A3440100
614A French A3410100
624A German A3420100
Grade: 10-12 Credit: 1 Term
Prerequisite: Level 3 Honors of same language & see suggested guidelines

Students enrolled in this course are expected to take the Advanced Placement Exam in May for possible college credit. This course will use the College Board curriculum in order to prepare students for the Advanced Placement Language and Culture exam. Group and independent activities will facilitate intensive student use of the target language in all aspects of the course.
AP Languages Other Than English- Level V
605A Spanish
Grade: 10-12 Credit: 1 Term
Prerequisite: Level 4AP & see suggested guidelines

Students enrolled in this course are expected to take the Advanced Placement Exam in May for possible college credit. This course will use the College Board curriculum in order to prepare students for the Advanced Placement Literature and Culture exam. Several authors and their works will be discussed and analyzed. Group and independent activities will facilitate intensive student use of the target language in all aspects of the course.

Languages Other Than English- Spanish for Spanish Speakers Level II
606 Spanish
Grades 9-12 Credit: 2 Term
Prerequisite: Language Survey and Placement Test

This course is for students who understand and speak some Spanish at a basic level. It offers students opportunities to expand their knowledge of Spanish. Students will continue to develop and refine their Spanish skills in speaking, listening, reading, and writing through an enriched and compact curriculum thus allowing them the opportunity to earn two credits in one year.

Please Note:
Students will have the opportunity to enroll in several levels of language classes from I-IV and may take regular, Honors, and/or Advanced Placement classes. With the opportunity to begin language study in middle school, students may continue the same language study in advanced levels or they are encouraged to begin the study of another Language Other than English wherever possible.
## SOCIAL STUDIES DEPARTMENT

### 201R WORLD GEOGRAPHY STUDIES 03320100

<table>
<thead>
<tr>
<th>Grade 9-12</th>
<th>Credit 1</th>
<th>Term</th>
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<tbody>
<tr>
<td>Options in instruction: Honors - Term</td>
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</table>

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. Emphasis is placed on geographical processes, which affect decisions concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, movement and distribution of population, cultural impact on society, and political and economic conditions. Honors World Geography Studies includes content and develops skills students will need for success in social studies AP courses in subsequent years.

### 202R WORLD HISTORY 03340400

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<tr>
<th>Grade 9-12</th>
<th>Credit 1</th>
<th>Term</th>
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World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

### 202 AP WORLD HISTORY A3370100

<table>
<thead>
<tr>
<th>Grade 9-12</th>
<th>Credit 1</th>
<th>Yearlong</th>
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AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

### 203R UNITED STATES HISTORY SINCE 1877 03340100

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<tr>
<th>Grade 10-12</th>
<th>Credit 1</th>
<th>Term</th>
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In United States History Studies Since 1877, 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.
AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

**203D UNITED STATES HISTORY Dual Credit**

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<tr>
<th>Grade 11</th>
<th>Credit 2</th>
<th>Yearlong</th>
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</thead>
<tbody>
<tr>
<td>US History I-HIST 1301 (Fall Term) - United States History</td>
<td>Social Studies Advanced Studies</td>
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<tr>
<td>US History II-HIST 1302 (Spring Term)-</td>
<td>United States History</td>
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<tr>
<td>Grade: 11</td>
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<tr>
<td>College Credit: 6 Hours</td>
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<tr>
<td>Prerequisites: World Geography/World History and TSI College Readiness in Reading and Writing</td>
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The History 1301 (Fall Term) course includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in this course include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

The History 1302 (Spring Term) course examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in this course include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. **Prerequisite:** “C” or better in History 1301.

**203DO-4 UNITED STATES HISTORY UT OnRamps**

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<tr>
<th>Grade 11</th>
<th>Credit 2</th>
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<tbody>
<tr>
<td>The United States 1492-1865-HIST 1301 (Fall Term) -</td>
<td>Social Studies Advanced Studies</td>
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<tr>
<td>The United States Since 1865-HIST 1302 (Spring Term)-</td>
<td>United States History</td>
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<td>Grade: 11</td>
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<td>College Credit: 6 Hours</td>
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<tr>
<td>Prerequisites: World Geography/World History, English II</td>
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The History 1301(Fall Term) course examines the colonial beginnings of the United States through the Civil War. Students study significant themes in US History to uncover the range and depth of the American story. Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate historical record.

The History 1302 (Spring Term) course examines the post-Civil War era to the end of the 20th century. Students study significant themes in US History to uncover the range and depth of the American story. Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate historical record. **Prerequisite:** “C” or better in History 1301.

**206R UNITED STATES GOVERNMENT**

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<tr>
<th>Grade 11-12</th>
<th>Credit .5</th>
<th>9 Week Course</th>
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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. 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.
AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project.

The Government 2305 course focuses on the origin and development of the U.S. Constitution. It also includes the following topics: the study of the structure and powers of the national government, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

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.

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concept

The Government 2306 course focuses on the origin and development of the Texas constitution. It also includes the following topics: structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

The CLAR AP Human Geography course will serve as a companion for AP Human Geography. It is focused to optimize preparation efforts for students taking the national college-level Advanced Placement Examination in May by covering in depth those topics outlined by College Board and providing extensive test taking skills, including a practice test. The course is designed for active participation to increase student understanding and students will be required to complete readings each week from their assigned college level textbook, complete other relevant assignments on their own, and use and construct items such as maps, population pyramids, and geographic surveys. Active reading, note taking, focused writing, and analytical and organizational skills are essential components of the course.

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

In this elective course, the students will study the science of behavior and mental processes. Students will examine the full scope of the science of psychology, such as historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

The Psychology 2301 course introduces the study of behavior and the factors that determine and affect behavior and mental processes.

Sociology 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.

This course is designed to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. It is an interactive and researched-based course that will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending.

In Mexican American Studies, an innovative course, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.

Students use critical thinking skills to locate, organize, analyze and use data collected from a variety of sources. Problem-solving and decision-making are important elements of the course as is the communication of information in written, oral, and visual forms.

In Social Studies Research Methods, an elective course, students conduct advanced research on selected topics in social studies using qualitative and quantitative methods of inquiry. The course is designed to be conducted in either classroom or independent settings.
Algebra I is the foundation for the study of all high school mathematics courses. In this course, students will study linear, quadratic, and exponential functions and make connections to both mathematical and real-world situations. Students will solve linear systems and create new functions through transformations; use technology to collect and analyze data; and study polynomials, radical expressions, sequences, and laws of exponents. The use of a graphing calculator is considered an integral part of the course and will be used to build understanding, make connections between representations, and provide support in solving problems. Students will have access to a graphing calculator as appropriate during instruction in the classroom. The Honors option in instruction includes content and develops skills students will need for success in AP Calculus or AP Statistics courses in subsequent years.

Students interested in registering for Honors are encouraged to review the Challenge Agreement for advanced courses.

This course is intended to create strategic mathematical learners. The basic understandings of this course will stimulate students to think about their approach to mathematical learning including identifying errors in the teaching and learning process. Use of personal data and statistical analysis will establish relevance and aid in the creation of personalized learning goals. Students enrolled in this course will receive an elective credit.

In this course students will build on knowledge and skills from previous math courses to strengthen their mathematical reasoning and skills in geometric contexts. Concepts that will be covered in this course include coordinate and transformational geometry; logical argument and constructions; congruence, similarity, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will have access to a graphing calculator as appropriate during instruction in the classroom. The Honors option in instruction includes content and develops skills students will need for success in AP Calculus or AP Statistics courses in subsequent years. Students interested in registering for Honors are encouraged to review the Challenge Agreement for advanced courses.
MATHEMATICAL MODELS WITH APPLICATIONS

Grade 10-12  Credit 1  Term
Prerequisite: Algebra I

Mathematical Models with Applications provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. 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. The use of a graphing calculator is considered an integral part of the course and will be used to build understanding, make connections between representations, and provide support in solving problems.

ALGEBRA II

Grade 11-12  Credit 1  Term
Prerequisite: Algebra I

Options in Instruction: Honors - Term

In Algebra II, students will broaden their knowledge of quadratic and exponential functions and systems of equations. Students will explore new functions including logarithmic, square root, cubic, cube root, absolute value, and rational functions. Students will extend their knowledge of data analysis, numeric, and algebraic methods and make connections to both mathematical and real-world situations. The use of a graphing calculator is considered an integral part of the course and will be used to build understanding, make connections between representations, and provide support in solving problems. Students will have access to a graphing calculator as appropriate during instruction in the classroom. The Honors option in instruction includes content and develops skills students will need for success in AP Calculus or AP Statistics courses in subsequent years. Students interested in registering for Honors are encouraged to review the Challenge Agreement for advanced courses.

STATISTICS

Grade 11-12  Credit 1  Term
Prerequisite: Algebra I

In Statistics, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, qualitative and quantitative data, probability, and bivariate data. Students will extend their knowledge of data analysis and make connections to real-world situations and statistical processes. The use of a graphing calculator is considered an integral part of the course and will be used to build understanding, make connections between representations, and provide support in solving problems. Students will have access to a graphing calculator as appropriate during instruction in the classroom.

ALGEBRAIC REASONING

Grade 11-12  Credit 1  Term
Prerequisite: Algebra I

In Algebraic Reasoning, students will continue to develop mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent math courses. Students will continue working with 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 such as probes, measurement tools, and software tools, including spreadsheets. Students will have access to a graphing calculator as appropriate during instruction in the classroom.
4th and 5th YEAR MATHEMATICS COURSE OPTIONS

309R  PRE-CALCULUS

Grade 12  Credit .5 to 1  Term
Prerequisite: Algebra I, Geometry, Algebra II
Recommended Entry Requirements: 75 average in Algebra II
Options in Instruction: Honors  Grade 11-12  Credit 1  Term

Pre-calculus is the preparatory course for calculus. This course is taught with a function-based approach and is designed to build conceptual understanding and mathematical reasoning by modeling and solving real-world problems. This course will strengthen students’ understanding and fluency with algebra and trigonometry allowing them to make connections and apply concepts while analyzing complex situations. Students will have access to a graphing calculator as appropriate during instruction in the classroom. The Honors option in instruction includes content and develops skills students will need for success in AP Calculus or AP Statistics courses in subsequent years. Students interested in registering for Honors are encouraged to review the Challenge Agreement for advanced courses.

314R  ADVANCED QUANTITATIVE REASONING

Grade 12  Credit 1  Term
Prerequisite: Geometry, Algebra II

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. Students will have access to a graphing calculator as appropriate during instruction in the classroom.

311A  AP CALCULUS AB

Grade 12  Credit 1  Yearlong
Prerequisite: Pre-calculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

312A  AP CALCULUS BC

Grade 12  Credit 1  Term
Prerequisite: Pre-calculus
Paired with CLAR 312AC

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler’s method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
CLAR AP Calculus BC Course is an enrichment course designed to better prepare students for the AP Calculus BC Exam. Pre-requisite for this course is AP Calculus BC. This course serves to continue the reinforcement of AP Calculus AB and BC topics and allows students time to prepare for the AP Exam. In this course, students will become familiar with the format for the exam and practice with AP formatted assessments. Topics for review include but are not limited to all AB Calculus topics, as well as: Improper Integrals, Euler’s method, Integrating Parametric and Polar equations, vectors, Polynomial approximations and series including convergence and divergence, harmonic series, alternating series, Taylor series, Maclaurin series and using Lagrange’s formula to evaluate Taylor polynomial approximations.

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

This course is designed to help students prepare for the AP Exam, and therefore emphasis will be given to the topics included in it. Students enrolled in this class will review the four areas of Statistics.

1. Explaining date. Analysis of patterns
2. Sampling and experimentation. Planning and conduction of studies
3. Anticipating patterns, probability and simulation.
4. Statistical inference, population parameters and hypothesis testing.

This course provides an in-depth study and application of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

This course targets math or science college majors as it prepares students for a pre-calculus track while providing them an in-depth study and application of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.
Computer Science I will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with others to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

349A AP Computer Science Principles A3580300
Grade 9-12 Credit 1 Term
Paired with CLAR 349AC

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

349AC COLLEGE ACADEMIC READINESS (CLAR) AP COMPUTER SCIENCE PRINCIPLES 24700AP2
Grade 9-12 Local Credit 1 Term

The CLAR AP Computer Science Principles course offers students a broad understanding of the underlying principles of computation and provides the opportunity to explore contemporary computer science topics while thoroughly preparing students for the AP CS Principles exam. Students will be introduced to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, as well as cybersecurity concerns, and the impacts computing innovations have on society. This course also gives students the opportunity to enhance their problem-solving skills as they create their own programs and computational artifacts. Overall this course is an excellent introduction to the exciting subject of computer science and will give prospective computer science and engineering students an opportunity to better understand the foundational principles of computing while fulfilling the requirements of a college level introductory computing course.

348 COMPUTER SCIENCE II 03580300
Grade 11-12 Credit 1 Term
Prerequisite: Algebra I and either Computer Science 1 or Fundamentals of Computer Science

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.
AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

The CLAR AP Computer Science course will serve as a companion for AP Computer Science A to aid students on augmenting skills, strategies and knowledge that are fundamental to succeed in the AP Computer Science exam. Hence, a large part of the course is designed around Java subset, object-oriented programming, algorithm analysis, and data structure. The course also concentrates on the AP Computer Science A labs (Magpie Chabot, Picture Lab, Elevens) and the building of a strong logic foundation. In addition, students will be exposed to the AP Computer Science Exam format with both multiple choice and free response questions to achieve success on the day of the examination.

Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts.

Topics for this course include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions. Emphasis is placed on algebraic techniques in order to successfully complete an entry-level college mathematics course. Calculator use is allowed in this course when indicated, including the departmental semester examination.
In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

**401DN  BIOLOGY FOR NON SCIENCE MAJORS I Dual Credit**

Grade 10-12  Credit 1  Term

BIOL 1408
Grade: 10-12
College Credit: 3 Hours
Prerequisites: Biology, Chemistry, TSI College Readiness in Reading and Writing, & TSI Math Score of 343 or better.

This course focuses on the fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.

**401DM  BIOLOGY FOR SCIENCE MAJORS I Dual Credit**

Grade 10-12  Credit 1  Term

BIOL 1406
College Credit: 4 Hours
Prerequisites: Biology, Chemistry, TSI College Readiness in Reading and Writing, & TSI Math Score of 343 or better.

This course is suitable for science majors and those students intending to pursue careers in health and allied fields. Topics include the nature, history and philosophy of science, basic chemistry, cell structure and function, genetics, evolution and classification of living organisms.

**1308DN  BIOLOGY FOR NON SCIENCE MAJORS II Dual Credit**

Grade 10-12  Credit 1  Term

BIOL 1409
College Credit: 3 Hours
Prerequisites: Biology, Chemistry, TSI College Readiness in Reading and Writing, TSI Math Score of 343 or better, & “C” or better in Biology 1408

This course focuses on the fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.
### 1308DM  BIOLOGY FOR SCIENCE MAJORS II Dual Credit

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**BIOL 1407**

**College Credit:** 4 Hours  
**Prerequisites:** Biology, Chemistry, TSI College Readiness in Reading and Writing, TSI Math Score of 343 or better, & “C” or better in Biology 1406

This course is suitable for science majors and those students intending to pursue careers in health and allied fields. Topics include the nature, history and philosophy of science, basic chemistry, cell structure and function, genetics, evolution and classification of living organisms.

### 414R INTEGRATED PHYSICS AND CHEMISTRY

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<th>Term</th>
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In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods 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.

### 411R CHEMISTRY I

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<th>Term</th>
<th>Grade 9-11</th>
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Required prerequisites: one unit of high school science and Algebra I.  
**Options in instruction: Honors - Term**

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

### 431R PHYSICS I

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Algebra I is suggested as a prerequisite or co-requisite.

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.  
**Note: Course features a stronger problem-solving emphasis, and concurrent enrollment in Pre-Calculus is recommended for students selecting the Pre AP**

### 431DO PHYSICS I Dual Credit

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<th>Term</th>
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This course offers students the opportunity to study a variety of topics that include the laws of motion; changes within physics systems; conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics.
SCIENCE ELECTIVES

405R ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS 13020600
Grade 11-12 Credit 1 Term
Prerequisite: Biology and Chemistry: Honors - Term
In Anatomy and Physiology, the student conducts laboratory investigations and fieldwork using safe, environmentally appropriate, and ethical practices. Students learn about the human body and the processes through which it reacts to its environment. Students in Anatomy and Physiology will learn about the internal and external forces on the human body. They will learn about homeostasis, transport systems, anatomical structures and physiological functions.

405D ANATOMY AND PHYSIOLOGY Dual Credit 13020600
Grade 11-12 Credit 1 Term
Anatomy and Physiology is a laboratory oriented course for students who are interested in pursuing a career in health occupations. This course will allow students to observe anatomical structures and models and examine physiological systems. Students will acquire experience in skills integrating morphology with physiological functions.

425 ASTRONOMY 0306010
Grade 11-12 Credit 1 Term
Prerequisite: One unit of high school science
In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

420 AQUATIC SCIENCE 03030000
Grade 10-12 Credit 1 Term
Prerequisite: One unit of high school Biology.
Suggested prerequisite: Chemistry or concurrent enrollment in Chemistry
In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

421R ENVIRONMENTAL SYSTEMS 03020000
Grade 11-12 Credit 1 Term
Prerequisite: One unit high school life science and one unit of high school physical science
In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

402A AP Biology A3010200
Grade 11-12 Credit 1 Term
Prerequisite: Biology I and Chemistry
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.
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<th>Course Code</th>
<th>Course Title</th>
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<td>413A</td>
<td>Chemistry II AP</td>
<td>Grade 11-12</td>
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<td>Prerequisite: Biology I, Chemistry I &amp; Algebra II</td>
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<td>This course is designed to prepare students with strong academic backgrounds by receiving instruction at the college level. Advanced study of chemical concepts with emphasis on laboratory experience is an integral part of this course. Students may receive college credit for this course through the AP exam.</td>
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</tr>
<tr>
<td>431A</td>
<td>AP Physics I</td>
<td>Grade 11-12</td>
<td>1</td>
<td>Yearlong</td>
<td>Prerequisite: Geometry and Concurrent Enrollment in Algebra II</td>
</tr>
<tr>
<td></td>
<td>Paired with Physics Honors</td>
<td></td>
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<td></td>
<td>AP Physics 1 is an Algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; dc circuits; and mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.</td>
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</tr>
<tr>
<td>432A</td>
<td>AP Physics II</td>
<td>Grade 11-12</td>
<td>1</td>
<td>Term</td>
<td>Prerequisite: AP Physics I or Physics I</td>
</tr>
<tr>
<td></td>
<td>Paired with CLAR 432AC</td>
<td></td>
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<td></td>
<td>AP Physics 2 is an Algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.</td>
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</tr>
<tr>
<td>432AC</td>
<td>College Level Academic Readiness (CLAR) AP Physics II: Algebra Based</td>
<td>Grade 11-12</td>
<td>Local 1</td>
<td>Term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLAR-AP Physics II is a course for students applying to competitive colleges, especially in the fields of science, pre-medical, engineering or mathematics. CLAR-AP Physics 2 is an algebra based spring semester course designed to better prepare the students for the AP Physics 2 test. Topics include thermodynamics, fluids, geometry and physics optics, and quantum physics. Students enrolled in this course take the AP exam and can earn college credit. Following the AP physics II exam, the topics of study will include: relativity theory, astrophysics, and engineering projects or special topics based on student interest.</td>
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</tr>
<tr>
<td>428A</td>
<td>AP ENVIRONMENTAL SCIENCE</td>
<td>Grade 10-12</td>
<td>1</td>
<td>Term</td>
<td>Prerequisite: Biology I, Chemistry I, and Algebra I</td>
</tr>
<tr>
<td></td>
<td>Paired with CLAR 428AC</td>
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<td></td>
<td>The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.</td>
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</tbody>
</table>
CLAR AP Environmental Science is designed to provide students with the equivalent of a semester, introductory college course in environmental science. CLAR APES is designed for college-bound students who either would like to earn college credit (by AP examination) or would like to prepare for college environmental science while in high school, or both. Topics covered during the course include: energy resources and consumption, soil and agriculture, air and water pollution, land management and diversity, economics, politics, ethics, and sustainability. Following the AP exam, topics of study will include community based projects, living sustainably based projects or special topics based on student interest.
COLLEGE READINESS SUPPORT ELECTIVES

181 COLLEGE TRANSITION N1290050
Grade 9-12 Credit 1 Term
Facilitate students’ recognition of the value of education and the importance of becoming internally motivated to succeed in school. Motivate learners and workers who challenge themselves and strive for higher achievement. Prepares students for dual credit courses.

181 COLLEGE READINESS AND STUDY SKILLS 03270100
Grade 9-12 Credit 0.5 Term
Students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and re-viewing study strategies.

161 TSI PREP ELA 03221100
(Research/Technical Writing Course)
Grade 9-12 Credit 1 Term
Course requirements SAT ERW Score 200-450 TSI Reading Score 350 or below TSI Writing Score 339 or below
This course will build on skills needed in reading and writing to assist with the TSI test.

306 TSI Prep Math 12701410
Applied Mathematics for Technical Professionals
Grade 9-12 Credit 1 Term
This course builds on concepts learned in Grade 8 and Algebra I. This course aims to review these concepts as well as intro-duce topics in Geometry and Algebra II necessary for students to successfully pass the Texas Success Initiative (TSI) exam. Techniques will strengthen math concepts through non-technology manipulation and calculation to simulate technology limitations found in the TSI Exam.

049 PSAT PREP N1290051
Grade 9-12 Credit 1 Term
Met STAAR-EOC for grade level
This one-semester elective course is open to eleventh-grade students who are enrolled in on-level or above-grade level courses. This course is designed to provide students with strategies in writing, reading, and math to meet the academic requirements and demands of post-high school studies and to prepare students to successfully challenge the preliminary National Merit Scholarship Qualifying Test (PSAT/NMSQT) that provides first hand practice for the SAT and helps students leverage private and public scholarship. The PSAT/NMSQT is both a qualifying exam as well as a way to identify students with advanced course potential (if taken, performance at greater than or equal to 80th percentile). Taking the PSAT exam is encouraged during the semester and strong consideration of the SAT exam is recommended.

067 SAT PREP N1290051
Grade 9-12 Credit 0.5 9 Week Course
This one semester elective course is open to eleventh-and twelfth grade students who are enrolled in on-level or above grade level courses. This course is designed to pro-vide students with strategies to meet the academic requirements and demands of post-high school studies and to prepare students to successfully take college entrance exams. Students will prepare for the SAT college entrance exam concentrating on vocabulary expansion, objective test-taking skills, research and critical thinking, skills and goal-setting and time management strategies. Additional-ly an emphasis will be placed on reading, comprehension and college-planning in high school for college will be addressed. Taking the SAT exam is encouraged during the semester.

137 ACADEMIC DECATHLON 85000000
Yearlong
Grade 9-12 Local Credit 1
This course includes intensive study of topics in literature, economics, social science, math, science, Super Quiz, and the fine arts. Students develop skills in speech, interviewing and essay composition. The course culminates with the selection of a team of nine students to represent the campus in competition in the ten areas of study.
Special Education Department

Note: These courses are designed for students who are receiving special education services and the selection of specific courses has been determined by the Admission, Review and Dismissal (ARD) Committee and outlined in their Individual Education Plan.

999 CAREER EXPLORATION 8500000
Grade 9-12 Credit 1 (local credit)
Prerequisite: None

This course is designed to assist students with exploring careers and occupations, attributes and aptitude necessary to gain employment in a particular occupation, developing skills necessary to make meaningful decisions about a career choice and strategies to transition from a school environment to a work and/or volunteer environment. Students will participate in activities such as formal and informal presentations, resume writing and mock interviewing. Formal career planning and development of knowledge regarding transition planning begins in this course.

9995 OCCUPATIONAL PREPARATION 8500000
Grade 9-12 Credit 1 (local credit)
Prerequisite: None

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain, maintain and function in an occupation. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, self-management, self-advocacy and self-determination skills. Students will be exposed to on-campus vocational training activities. Formal career planning and development of knowledge regarding transition planning continues in this course.

9991 Tier1- 9992 Tier 2 Work Based Learning 8500000
Grade 12 Credit 2 (local credit) Yearlong
Prerequisite: Occupational Preparation

This course is designed to further develop skills needed to maintain and function in a work setting. Students will engage in educational experiences that integrate classroom learning (school-based) with structured work experiences in the community. Formal career planning and development of knowledge regarding transition planning continues in this course.

951 Tier1- Daily Living Skills 8500000
Grade 9-12 Credit 1 (local credit)
Prerequisite: None

This course is designed to instruct students in functional academics, domestic skills, recreation and leisure, self-care skills per their Individual Education Plan.

9998AY1 Adult Years Vocational Program 1 (AYVP 1) 8500000
Grade 12+ Credit 8 (local credit)
Prerequisite: Completion of High School Credits

This course is designed for students who have completed all required credits for graduation and state assessment requirements. This course addresses Transition needs for adult students who show the educational need for additional employability and self-help skills directly related to preparation of employment including general skills necessary to obtain or retain employment. The purpose of this program is to provide intensive transition experiences and training in real-life settings to provide preparation for their postsecondary goal. An important feature of this program is that the students do not go to a “high school building” on a daily basis; instead, they spend the majority of their day in community-based settings in preparation for their postsecondary goal.
9998AY2 Adult Years Vocational Program 1 (AYVP 2) 85000000
Grade 12+ Credit 8 (local credit)
Prerequisite: Completion of High School Credits

This course is designed for students who have completed all required credits for graduation and state assessment requirements. This course addresses Transition needs for adult students who show the educational need for additional employability and self-help skills directly related to preparation of employment including general skills necessary to obtain or retain employment. The purpose of this program is to provide intensive transition experiences and training in real-life settings to provide preparation for their postsecondary goal. An important feature of this program is that the students do not go to a “high school building” on a daily basis; instead, they spend the majority of their day in community-based settings in preparation for their postsecondary goal.

9998AY3 Adult Years Vocational Program 3 (AYVP 3) 85000000
Grade 12+ Credit 8 (local credit)
Prerequisite: Completion of High School Credits

This course is designed for students who have completed all required credits for graduation and state assessment requirements. This course addresses Transition needs for adult students who show the educational need for additional employability and self-help skills directly related to preparation of employment including general skills necessary to obtain or retain employment. The purpose of this program is to provide intensive transition experiences and training in real-life settings to provide preparation for their postsecondary goal. An important feature of this program is that the students do not go to a “high school building” on a daily basis; instead, they spend the majority of their day in community-based settings in preparation for their postsecondary goal.

9998Y4 Adult Years Vocational Program 4 (AYVP 4) 85000000
Grade 12+ Credit 8 (local credit)
Prerequisite: Completion of High School Credits

This course is designed for students who have completed all required credits for graduation and state assessment requirements. This course addresses Transition needs for adult students who show the educational need for additional employability and self-help skills directly related to preparation of employment including general skills necessary to obtain or retain employment. The purpose of this program is to provide intensive transition experiences and training in real-life settings to provide preparation for their postsecondary goal. An important feature of this program is that the students do not go to a “high school building” on a daily basis; instead, they spend the majority of their day in community-based settings in preparation for their postsecondary goal.
Physical Education Substitutions
Students may substitute certain physical activities for the one credit required for physical education. Such substitutions occur in 9th grade during the fall semester for Cheerleading, Dance, JROTC I, and Band I. Students may also substitute one credit of PE through participation in athletics. A student may earn up to four credits in athletics; one for PE and three elective credits.

512R  HEALTH EDUCATION  PES00052
Grade 9-12  Credit 1 Term

This course is designed to introduce key concepts, which stress physical, emotional, social, and safety phases of health. At the conclusion of this course, students will have enough background information to help them assume responsibility for the decisions they make regarding a healthy lifestyle.

500R  FOUNDATIONS FOR PERSONAL FITNESS  PES00052
Grade 9-12  Credit 1 Term

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 concept of wellness or striving to reach optional levels of health is the cornerstone of this course. Students will be encouraged to create a personal healthy lifestyle.

Uniforms required: Purchased first week of school ($15 cash or money order only.)

501R  INDIVIDUAL OR TEAM SPORTS  PES00055
Grades: 9-12  Credit 1 Term

Students 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 & the selection of individual sport activities that are enjoyable is a major objective of this course.

Uniforms required: purchased first week of school ($15 cash or money order only.)

514  ADVENTURE/OUTDOOR FITNESS  PES00053
Grades: 9-12  Credit 1 Term

Students enrolled in adventure of outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Uniforms required: Purchased first week of school ($15 cash or money order only.)

504  DANCE/AEROBICS  PES00054
Grades: 9-12  Credit 1 Term

This course is designed to introduce students to the fundamental skills of dancing. The course will include stretching and conditioning dance exercises, performances of routines both individual and as groups to various types of music, and some emphasis on choreography of dance routines.

562  PEP SQUAD  PES00000
Grades: 9-12  Credit 1 Term

The student will be offered opportunities to explore the vocabulary of both dance and cheer movement and to acquire fundamental skills in ballet, jazz, novelty, military, high kick, and prop. The student will explore hand routines, cheers and chants, and marching fundamentals. Furthermore students will perform at various sporting events and compete during the spring semester.

NOTE: Pep squad is open to everyone and requires no audition. All participants are required to buy the team practice wear and uniform and attend scheduled after school practices and events.
ATHLETICS

Grades: 9-12 Credit 1

Choose from the following:

Baseball  540
Basketball  532 (B) 534 (G)
Cross Country  558
Football  530

- Golf  542
- Tennis  538
- Track  554(B)556(G)
- Soccer  547
- Softball  550
- Swimming  552
- Volleyball  536
- Wrestling  544 (B)
- 545 (G)

*Athletics must have coach approval.

Students enrolled in Athletics are required to have a current physical exam on file with the trainer as per U.I.L. in order to participate. Accelerated physical education activities, calisthenics, skills strength training, or conditioning exercises will be conducted during the school year within the school day. Full team drills are conducted for team UIL sports practices. Students enrolled in athletics can receive ½ to 1 Unit/Regular of P.E. equivalent credit during their freshmen year. After one P.E. equivalent credit is met, all other P.E credits are counted as local/state electives. Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play.

Local Credit

OFFICE AIDE
Grades 11-12:

At Principal, or designees, discretion, a student who chooses this offering will be assigned to work as an office aide in attendance, student services, counseling, or administration. Placement in this course is dependent upon whether the student has met the state assessment requirements for graduation and is in good academic standing. Students are highly encouraged to enroll in courses that will help further prepare them for post-secondary opportunities.

Administrative Approval is required for these non-credited courses
Beginning in the 2014-2015 school year, Texas high school students have greater flexibility and choice in their high school course selections. Each student is required to complete the basic courses called the foundation requirements. In addition, students now choose specialized coursework to earn an endorsement.

The five endorsements are: Multidisciplinary Studies, Arts & Humanities, Business & Industry, Public Service, and STEM (Science, Technology, Engineering, and Mathematics and). A variety of career pathways, or specific course requirements, are available under the various endorsements. These pathways are organized into “career clusters.”

Programs of Study
Students may also earn a Distinguished Level of Achievement designation and Performance Acknowledgements.
## Multidisciplinary Studies

Allows a student to select **advanced courses** from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas **sufficient to complete the Distinguished Level of Achievement.**

### Arts & Humanities

- Fine Arts (Art, Music, Theatre, Dance)
- Advanced Social Studies
- Advanced English
- World Languages

### Business & Industry

- Communications (Broadcast Journalism, Newspaper, Yearbook, Public Speaking, Debate)
- Technology Applications
- Agricultural Science (JHS)
- Business, Marketing (JHS, VMHS, WHS, JLA)
- Construction Trades (WHS)
- Cybersecurity (VMHS)
- Digital Print & Imaging (VMHS)
- Distribution & Logistics (VMHS)
- Fashion Design (WHS)
- Graphic Design (WHS)
- Hospitality & Tourism (WHS)
- Information Technology (VMHS)
- Media Technology & Communications (JHS)
- Transportation Services (JHS)
- Welding Trades (WHS)

### Public Services

- Cosmetology (VMHS)
- Education & Training (WHS)
- Health Science (JHS)
- Human Services (JHS)
- Law Public Safety, Corrections, & Security (WHS & JHS, VMHS)
- J-ROTC (ARMY-WHS/Air Force-JHS/ARMY-VMHS)

### STEM

*(Science, Technology, Engineering & Mathematics)*

- Science
- Technology (Computer Science)
- Engineering-PLTW (WHS)
- Mathematics
MULTIDISCIPLINARY STUDIES
ENDORSEMENT
Students who would like the opportunity to experience a broad overview in various types of classes have the option to complete a Multidisciplinary Studies endorsement. Careers are limitless.

### CAREERS AT A GLANCE

| All Degree Levels & Certifications | Many employers benefit from well-rounded individuals. The types of careers available with this endorsement are limitless. |

### Pathway Sequence

<table>
<thead>
<tr>
<th>Sequence Level</th>
<th>Course #</th>
<th>Advanced Level Coursework</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>Various</td>
<td>Student must complete 4 AP credit and/or Dual Credit courses in the following areas: English, Math, Science, Social Studies, Fine Arts, or Languages Other than English. See main catalog for coherent sequence of courses</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence Level</th>
<th>Course #</th>
<th>Foundation Program Subjects</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Various</td>
<td>Student must complete 4 credits in each of the 4 foundation subject areas to include: English IV, Algebra II, Chemistry or Physics. See main catalog for coherent sequence of courses</td>
<td>4</td>
</tr>
</tbody>
</table>
ARTS & HUMANITIES
ENDORSEMENT
If you love to create, this endorsement may be for you. Performers, filmmakers, historians, and politicians are a few of the careers that will benefit from the coursework in the Arts and Humanities endorsement.

### CAREERS AT A GLANCE

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Actor, Choreographer, Film/Movie Director, Dancer, or Musician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification</td>
<td>TV/Camera Operator or Pre-press technician</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>Broadcast Technician, Sound Engineering Technician, Photographer, Desktop Publisher, or Library Technician</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>Radio/TV Announcer, Graphic Designer, Music Director, Multimedia Artist/Animator, Commercial and Industrial Designer, or Technical Writer</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>Curator, Museum Technician and Conservator, Archivist, International Relations Specialist, or College or University Faculty Member</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Professor, Lawyer, or Anthropologist</td>
</tr>
</tbody>
</table>
FINE ARTS DEPARTMENT

Visual and Performing Arts Coherent Sequence of Courses
Judson ISD

* Visual Art - Four credits of Visual Art: Art I plus any combination of the offerings in Art II, III, and IV (painting, drawing, ceramics, sculpture, urban, 2D/3D design, etc.), as long as at least one Level III or IV course is included.

<table>
<thead>
<tr>
<th>VISUAL ART</th>
<th>301 Art I</th>
<th>302 Art II - Drawing I</th>
<th>303 Art III - Drawing II</th>
<th>304 Art IV - Drawing III</th>
</tr>
</thead>
<tbody>
<tr>
<td>This strand pending approval of</td>
<td>305 Art II - Painting I</td>
<td>306 Art III - Painting II</td>
<td>Lab Fee - $20 per term</td>
<td>Lab Fee - $20 per term</td>
</tr>
<tr>
<td>campus leadership.</td>
<td>308 Art II - Sculpture I</td>
<td>309 Art III - Sculpture II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will take courses in</td>
<td>315 Art II - Urban Art I</td>
<td>316 Art III - Urban Art II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>order, starting with Art I in</td>
<td>319 Art II - Ceramics I</td>
<td>319 Art III - Ceramics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whatever grade level they enter</td>
<td>320 Art II - Fibers I</td>
<td>311 Art III - Fibers I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the dept. Once a discipline</td>
<td>321 Art II - Jewelry I</td>
<td>311 Art III - Jewelry I</td>
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<tr>
<td>strand (painting, drawing,</td>
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<tr>
<td>ceramics, etc.) is selected,</td>
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<tr>
<td>students will progress to II, III and IV.</td>
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</tbody>
</table>

VISUAL ART

**701R ART I**

Grade 9-12  Credit 1  Term
Options in instruction: Accelerated for students who passed art for middle school

Art I is a general course of art instruction in which students create original, imaginative, and inventive works of art. This class will act as an introduction to drawing, painting, and sculpture, as well as the basic theories and history of art. Effort is a large consideration on graded projects. **Lab Fee - $20 per term**

**702 ART II DRAWING I**

Grade 10-12  Credit 1  Term
Prerequisite: Art I

Having shown skill and creativity in Art I, students will continue to explore the theories and techniques of drawing. Experimentation with different media and use of higher level thinking skill is emphasized while students create well-designed and complex projects. Media used in this course include pencil, prism color, pen and ink, scratchboard, pastels and printmaking. **Lab Fee - $25 per term**
**703 ART III, DRAWING II**  
PEIMS 03501300  
Grade 11-12  Credit 1  Term

Prerequisite: Drawing II and recommendation of a previous art teacher.

This art class is designed for the advanced placement student or art career bound student who needs more studio time to complete an art portfolio. The teacher will work closely with each student to choose an area of study or concentration based on a particular visual interest or problem to be worked on each semester. **Lab Fee - $25 per term**

**704 ART IV, DRAWING III**  
PEIMS 03502300

**705 ART II PAINTING I**  
PEIMS 03500600  
Grade 10-12  Credit 1  Term

Prerequisite: Art I

Having shown a definite interest and aptitude or painting in the Art I class, students will continue to explore the media and techniques for painting. Students will be challenged to use their painting skills in a wide range of artistic styles, as well as various painting surfaces and media. Media used in this course include tempera, watercolor, colored inks, acrylic and oils. **Lab Fee - $25 per term**

**706 ART III, PAINTING II**  
PEIMS 03501400  
Grade 11-12  Credit 1  Term

Prerequisite: Painting II and recommendation of a previous art teacher

**707 ART IV, PAINTING III**  
PEIMS 03502400

**708 ART II, SCULPTURE I**  
PEIMS 03501000  
Grade 10-12  Credit 1  Term

Prerequisite: Art I

Having shown the ability to think and work in the third dimension in the Art I class, students will continue to study the historical evolution and techniques of sculpture. Carving, modeling, mold making, and basic methods of working with clay will be practiced. Media used in this course include clay, stone, wood, metal, paper and plaster. **Lab Fee - $25 per term**

**709 ART III, SCULPTURE II**  
PEIMS 03501900  
Grade 11-12  Credit 1  Term

Prerequisite: Sculpture II and recommendation of a previous art teacher.

This art class is designed for the advanced placement student or art career bound student who needs more studio time to complete an art portfolio. The teacher will work closely with each student to choose an area of study or concentration based on a particular visual interest or problem to be worked on each semester. **Lab Fee $25 per term**
715 ART II - URBAN ART I
Grade 10-12  Credit 1  Term
Prerequisite: Art I and portfolio submission

Having shown skill and creativity in Art I and/or Art II, students will continue to explore visual artistic expression as it relates to the greater context of Folk Art. Emphasis will be placed on the Urban Hip Hop movement as a cultural and social form of art. Students will experiment with and create styles of Urban Art with a variety of 2-D media. Lab Fee-$25 per term

716 ART III, URBAN ART II
798 ART IV, URBAN ART III
Grade 10-12  Credit 1  Term
Prerequisite: Urban Art II and recommendation of a previous art teacher.

Having shown skill and creativity in Art I and/or Art II, students will continue to explore visual artistic expression as it relates to the greater context of Folk Art. Emphasis will be placed on the Urban Hip Hop movement as a cultural and social form of art. Students will experiment with and create styles of Urban Art with a variety of 2-D media. Lab Fee-$25 per term

795 ART II, CERAMICS I
Grade 10-12  Credit 1  Term
Prerequisite: Art I and teacher review of portfolio submission

Having shown skill and creativity in sculpture, students will continue to study the clay medium in the form of coil, slab, and pinch methods of building both functional-type and formal-type forms; and use the potter's wheel to create lidded, handled, and mixed media forms of pottery. Lab Fee-$25 per term

703W1 ART III, CERAMICS II
704W2 ART IV, CERAMICS III
Grade 11-12  Credit 1  Term
Prerequisite: Art I, Art II Ceramics and teacher review of portfolio submission

This art class is designed for the advanced placement student or art career bound student who needs more studio time to complete an art portfolio. The teacher will work closely with each student to choose an area of study or concentration based on a particular visual interest or problem to be worked on each semester. Lab Fee - $25 per term

702W3 ART II – FIBERS - I (Judson only)
Grade 10-12  Credit 1  Term
Prerequisite: Art I

Having shown the ability to think and work in the third dimension in the Art I class, students will continue to study the historical evolution and techniques of fiber art. Weaving, sewing, and other mediums. Media used in this course include fabric, yarn, string, and other materials. Lab Fee - $25 per term

702W4 ART II – JEWELRY - I (Judson only)
Grade 10-12  Credit 1  Term
Prerequisite: Art I

 Having shown the ability to think and work in the third dimension in the Art I class, students will continue to study the historical evolution and techniques of jewelry and metals. Media used in this course include wire, copper, silver, and other materials. Lab Fee - $25 per term
712A AP ART HISTORY PEIMS A3500100
Grade 11-12 Credit 1 Term
This course is designed to provide the same benefits to secondary school students as are provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms with an historical and cultural context. The students will examine major forms of artistic expression and learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. Strong reading and writing skills are a must. Students are expected to take the College Board exam for possible college credit. Lab Fee - $10 and AP Exam Fee

711A AP STUDIO ART: DRAWING PORTFOLIO PEIMS A3500300
Grade 11-12 Credit 1 Term
Prerequisite: Art I, Art II (any media) & recommendation of a previous art teacher
This course is designed for the serious art student who feels that they may want to major or minor in art while in college, or have a career in art after high school. Students will work to compile a portfolio of their art works to be submitted to the College Board for possible advanced placement college credit. During this course, the student will work with different media and solve a variety of problems in drawing. The AP studio class should be taken in conjunction with a class of painting or drawing (level III or IV)
Lab Fee - $30 and AP Exam Fee

713A AP STUDIO ART: 2D DESIGN PORTFOLIO PEIMS A3500400
Grade 11-12 Credit 1 Term
Prerequisite: Art I, Art II (any media) & recommendation of a previous art teacher
This course is designed for the serious art student who feels that they may want to major or minor in art while in college, or have a career in art after high school. Students will work to compile a portfolio of their art works to be submitted to the College Board for possible advanced placement college credit. During this course, the student will work with different media and solve a variety of problems in 2D design. The AP studio class should be taken in conjunction with a class of painting or drawing (level III or IV)
Lab Fee - $30 and AP Exam Fee

714A AP STUDIO ART: 3D DESIGN PORTFOLIO PEIMS A3500500
Grade 11-12 Credit 1 Term
Prerequisite: Art I, Art II (any media) & recommendation of a previous art teacher
This course is designed for the serious art student who feels that they may want to major or minor in art while in college, or have a career in art after high school. Students will work to compile a portfolio of their art works to be submitted to the College Board for possible advanced placement college credit. During this course, the student will work with different media and solve a variety of problems in 3D design. The AP studio class should be taken in conjunction with a class of sculpture (level III or IV)
Lab Fee - $30 and AP Exam Fee
Performing Arts Coherent Sequence of Courses
Judson ISD

* Performing Arts - Four credits of sequential classes in UP TO TWO of the following strands, MUSIC, THEATRE, DANCE, as long as at least one Level III or IV course is included. (For example, a student might take courses in both Theatre and Dance, or courses in both Music and Theatre.

<table>
<thead>
<tr>
<th>BAND</th>
<th>Depending on Audition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take courses in order, starting with Level I in whatever grade they enter the course. They will then sequence to level II, III etc.</td>
<td>731 Band I 735 Instrumental Ensemble I 726 Color Guard I Added Enrichment: 735 Jazz Ensemble I 741 Applied Music I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHOIR</th>
<th>Depending on Audition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take courses in order, starting with Level I in whatever grade they enter the course. They will then sequence to level II, III etc.</td>
<td>751 Choir I 755 Vocal Ensemble I Added Enrichment: 741 Applied Music I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DANCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will take courses in order, starting with Level I in whatever grade they enter the course. They will then sequence to level II, III etc.</td>
<td>761 Dance, Principles of Dance I 508-9-10 Dance, Performance Ensemble I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORCHESTRA</th>
<th>Depending on Audition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take courses in order, starting with I in whatever grade level they enter the course. Then sequence to</td>
<td>721 Orchestra I Added Enrichment: 741 Applied Music I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUSIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>731-734 BAND I, II, III, IV</td>
<td></td>
</tr>
</tbody>
</table>

| 731 BAND I (M1, M2, M3, M4, M5, M6) | PEIMS 03150100 |
| 732 BAND II (M1, M2, M3, M4, M5, M6) | PEIMS 03150200 |
| 733 BAND III (M1, M2, M3, M4, M5, M6) | PEIMS 03150300 |
| 734 BAND IV (M1, M2, M3, M4, M5, M6) | PEIMS 03150400 |

Grade 9-12 Credit 1 Term
Prerequisite: Band Director’s approval based on audition and previous experience.

Band members will be exposed to all facets of instrumental music and performance. Band members are required to participate in the Marching Band, and will earn credit in physical education in the Fall Term (Marching PES00012). The Band participates in UIL, TMEA and Community events throughout the year.
Band will be automatically linked to Instrumental Ensemble for a full year course. **Program fees are associated with this course.**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>731 – 734M1</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>VARSITY BAND</td>
</tr>
<tr>
<td>731 – 734M2</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>NON-VARSITY BAND</td>
</tr>
<tr>
<td>731 – 734M3</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>SUB-NON VARSITY BAND</td>
</tr>
<tr>
<td>731 – 734M4</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>VARSITY PERCUSSION</td>
</tr>
<tr>
<td>731 – 734M5</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>NON-VARSITY PERCUSSION</td>
</tr>
<tr>
<td>731 – 734M6</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>FRONT PERCUSSION ENSEMBLE</td>
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</table>

**INSTRUMENTAL ENSEMBLE I, II, III, IV**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>735 INSTRUMENTAL ENSEMBLE I (M1, M2, M3, M4, M5, M6)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151700</td>
</tr>
<tr>
<td>736 INSTRUMENTAL ENSEMBLE II (M1, M2, M3, M4, M5, M6)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151800</td>
</tr>
<tr>
<td>737 INSTRUMENTAL ENSEMBLE III (M1, M2, M3, M4, M5, M6)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151900</td>
</tr>
<tr>
<td>738 INSTRUMENTAL ENSEMBLE IV (M1, M2, M3, M4, M5, M6)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03152000</td>
</tr>
</tbody>
</table>

Band members will be exposed to all facets of instrumental music and performance. Band members will also be selected to participate in the Marching Band, and earn credits in physical education in the Fall Term (Marching PES00012). This course is the same as Band but students are divided into homogenous groups and participate in all Band events and activities. The Band participates in UIL, TMEA and Community events throughout the year. Instrumental Ensemble will be linked with Band or Orchestra for a full year course. **Program fees are associated with this course.**

**JAZZ ENSEMBLE I, II, III, IV**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Yearlong</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>731M7 JAZZ ENSEMBLE I</td>
<td>9-12</td>
<td>1</td>
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<td>PEIMS 03151300</td>
</tr>
<tr>
<td>732M7 JAZZ ENSEMBLE II</td>
<td>9-12</td>
<td>1</td>
<td></td>
<td>PEIMS 03151400</td>
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<tr>
<td>733M7 JAZZ ENSEMBLE III</td>
<td>9-12</td>
<td>1</td>
<td></td>
<td>PEIMS 03151500</td>
</tr>
<tr>
<td>734M7 JAZZ ENSEMBLE IV</td>
<td>9-12</td>
<td>1</td>
<td></td>
<td>PEIMS 03151600</td>
</tr>
</tbody>
</table>

Band members will be exposed to all facets of instrumental music and performance. Band members will also be selected to participate in the Marching Band, and earn credits in physical education in the Fall Term (Marching PES00012). This course is the same as Band but students are divided into homogenous groups and participate in all Band events and activities. The Band participates in UIL, TMEA and Community events throughout the year. Instrumental Ensemble will be linked with Band or Orchestra for a full year course. **Program fees are associated with this course.**

**COLOR GUARD I, II, III, IV**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>726 COLORGUARD I (M8, M9)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151700</td>
</tr>
<tr>
<td>727 COLORGUARD II (M8, M9)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151800</td>
</tr>
<tr>
<td>728 COLORGUARD III (M8, M9)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03151900</td>
</tr>
<tr>
<td>729 COLORGUARD IV (M8, M9)</td>
<td>9-12</td>
<td>1</td>
<td>Term</td>
<td>PEIMS 03152000</td>
</tr>
</tbody>
</table>

Band members will be exposed to all facets of instrumental music and performance. Band members will also be selected to participate in the Marching Band, and earn credits in physical education in the Fall Term (Marching PES00012). This course is the same as Band but students are divided into homogenous groups and participate in all Band events and activities. The Band participates in UIL, TMEA and Community events throughout the year. Instrumental Ensemble will be linked with Band or Orchestra for a full year course. **Program fees are associated with this course.**
This is a performance-oriented class that combines the elements of dance, and equipment work. Students will perform as an auxiliary unit to the Marching Band program. In the fall semester, color guard will perform as a unit of the Marching Band. In the spring semester, students will perform as a member of the Winter Guard unit. There is a high degree of physical demand; students will earn credit in physical education in the Fall Term (Marching PES 00012) and fine arts in the Spring Term. Color Guard is a full year course.

751-754 CHORAL MUSIC I, II, III, IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Grade</th>
<th>Credit</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>751 CHOIR I</td>
<td>VARSITY MIXED CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>752 CHOIR II</td>
<td>VARSITY TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>753 CHOIR III</td>
<td>NON-VARSITY TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>754 CHOIR IV</td>
<td>BEGINNING TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>751-754N1</td>
<td>VARSITY MIXED CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>751-754N2</td>
<td>VARSITY TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>751-754N3</td>
<td>NON-VARSITY TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>751-754N4</td>
<td>BEGINNING TREBLE CHOIR</td>
<td>9-12</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: Director will select/place based on audition/past experience

The Varsity Mixed Choir is a varsity level choir. Membership is by audition only. Choir members receive advanced training in all aspects of choral singing including sight-singing, ear-training, concert performances and UIL contest. Other activities include TMEA auditions, UIL Solo/Ensemble, competitive music festivals, and spring tours both in and out of state. Varsity Mixed Choir will automatically be linked with Vocal Ensemble for a full year course.

The Varsity Treble Choir is a varsity level choir. Membership is by audition only. Choir members receive advanced training in all aspects of choral singing including sight-singing, ear-training, concert performances and UIL contest. Other activities include TMEA auditions, UIL Solo/Ensemble, competitive music festivals, and spring tours both in and out of state. Varsity Treble Choir will be automatically be linked with Vocal Ensemble for a full year course.

The Non-Varsity Treble Choir is an intermediate level choir for students with some high school choral experience. No audition is required. Choir members receive ongoing training in all aspects of choral singing including sight-singing, concert performances and UIL contest. Students may participate in other activities such as TMEA auditions, UIL Solo/Ensemble, competitive music festivals, and spring tours both in and out of state. Non-Varsity Treble Choir will be automatically linked to Vocal Ensemble for a full year course.

The Beginning Treble Choir is a training-level choir for students with no previous high school choral experience. No audition is required. Choir members receive instruction in fundamentals of sight-singing, ear-training, and concert performances. Students have the opportunity to participate in other activities including TMEA auditions, UIL Solo/Ensemble, competitive music festivals, and spring tours both in and out of state. Beginning Treble Choir will be linked to Vocal Ensemble for a full year course.

The Beginning Tenor/Bass Choir is a training-level choir for students with no previous high school choral experience. No audition is required. Choir members receive instruction in fundamentals of sight-singing, ear-training, and concert performances. Students have the opportunity to participate in other activities including
TMEA auditions, UIL Solo/Ensemble, competitive music festivals, and spring tours both in and out of state. Beginning Tenor / Bass Choir will be automatically linked to Vocal Ensemble for a full year course.

**755-758 VOCAL ENSEMBLES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>755 VOCAL ENSEMBLE I</td>
<td>(N1, N2, N3, N4, N5)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Director will select/place based on audition/past experience.</td>
</tr>
<tr>
<td>756 VOCAL ENSEMBLE II</td>
<td>(N1, N2, N3, N4, N5)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Director will select/place based on audition/past experience.</td>
</tr>
<tr>
<td>757 VOCAL ENSEMBLE III</td>
<td>(N1, N2, N3, N4, N5)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Director will select/place based on audition/past experience.</td>
</tr>
<tr>
<td>758 VOCAL ENSEMBLE IV</td>
<td>(N1, N2, N3, N4, N5)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Director will select/place based on audition/past experience.</td>
</tr>
</tbody>
</table>

Vocal Ensemble is an advanced level choir for students with superior vocal and musical abilities. Membership is by audition only. Students must be concurrently enrolled in a varsity-level choir. Choir members serve as school and community ambassadors through performances at various events throughout the school year. Vocal Ensemble will be linked to a Choir Performance Ensemble.

**721-4 ORCHESTRA I, II, III, IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>721 ORCHESTRA I</td>
<td>(IO1, O2, O3, O4)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>722 ORCHESTRA II</td>
<td>(IO1, O2, O3, O4)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>723 ORCHESTRA III</td>
<td>(IO1, O2, O3, O4)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>724 ORCHESTRA IV</td>
<td>(IO1, O2, O3, O4)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
</tbody>
</table>

Members in the orchestra will develop intermediate and advanced skills on the violin, viola, cello and bass. They will learn and play a wide variety of musical styles from traditional to very modern as well as a variety of cultural music. Members in the orchestra will participate in UIL events, TMEA activities, community performances and competitions throughout the school year in form of large ensembles, small ensembles and solos. There are a limited amount of instruments that can be issued from the school after the JISD Instrument usage fee is paid. Orchestra will be linked to Instrument Ensemble for a full year course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>721 – 724O1</td>
<td>VARSITY ORCHESTRA</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>721 – 724O2</td>
<td>NON-VARSITY ORCHESTRA</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>721 – 724O3</td>
<td>SUB NON-VARSITY ORCHESTRA</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>721 – 724O4</td>
<td>BEGINNING ORCHESTRA</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
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</table>

**759-797 MARIACHI ENSEMBLE I – IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>759 MARIACHI I</td>
<td>(P1, P2)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>777 MARIACHI II</td>
<td>(P1, P2)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>769 MARIACHI III</td>
<td>(P1, P2)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
<tr>
<td>797 MARIACHI IV</td>
<td>(P1, P2)</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>759 – 797P1</td>
<td>VARSITY MARIACHI</td>
<td>9-12</td>
<td>1 Term</td>
<td>Orchestra director’s approval based on audition and prior orchestra or private lesson orchestra experience.</td>
</tr>
</tbody>
</table>

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### ARTS AND HUMANITIES

#### NON-VARSITY MARIACHI

**APPLIED MUSIC I, II, III, IV (FOR BAND, CHOIR OR ORCHESTRA)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>741</td>
<td>APPLIED MUSIC I</td>
<td>742</td>
<td>APPLIED MUSIC II</td>
</tr>
<tr>
<td>743</td>
<td>APPLIED MUSIC III</td>
<td>744</td>
<td>APPLIED MUSIC IV</td>
</tr>
</tbody>
</table>

**Grade 9-12 Credit 1 Term**

**Prerequisite:** Must be a member of Band, Choir or Orchestra I, II, III, and IV or Instrumental Ensemble I, II, III, IV. Applied Music is open to any student currently enrolled in Band, Choir, Orchestra or Instrumental Ensemble.

Course will include strategies for a successful practice regimen. Students are expected to audition for individual competitions such as district band and solo and ensemble contest.

### MUSIC THEORY I

**Course Code**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>739</td>
<td>MUSIC THEORY I</td>
<td>PEIMS 03155400</td>
</tr>
</tbody>
</table>

**GRADE 10-12 Credit 1 Term**

This course is for advanced music students who are interested in the systematic study of the structure of music through analysis, ear training and composition. Students who wish to take AP Music Theory II must either successfully complete Music Theory I or pass a qualifying exam. AP Music Theory II students will take the AP test in May. AP Music Theory is a full year course.

### DANCE

#### DANCE, PRINCIPLES OF DANCE I, II, III, IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>761</td>
<td>DANCE, PRINCIPLES OF DANCE I</td>
<td>PEIMS 03830100</td>
</tr>
<tr>
<td>762</td>
<td>DANCE, PRINCIPLES OF DANCE II</td>
<td>PEIMS 03830200</td>
</tr>
<tr>
<td>763</td>
<td>DANCE, PRINCIPLES OF DANCE III</td>
<td>PEIMS 03830300</td>
</tr>
<tr>
<td>764</td>
<td>DANCE, PRINCIPLES OF DANCE IV</td>
<td>PEIMS 03830400</td>
</tr>
</tbody>
</table>

**GRADE 9-12 Credit 1 Term**

**Required:** Dance II-IV – successful completion of the previous level

This course is designed to introduce students to the fundamental skills of dancing. Students will study a variety of units to serve the dance fine arts education. This course will include topics ranging from basic knowledge of dance terminology and skill in ballet, lyrical, hip-hop, modern, contemporary, improvisation, and social dance in order to build an understanding and mastery of the choreography techniques, spatial awareness, rhythmic structure, stage production and history of dance.

#### DANCE, PREFORMANCE ENSEMBLE I, II, III, IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>508</td>
<td>DANCE, PREFORMANCE ENSEMBLE I</td>
<td>PEIMS 03833300</td>
</tr>
<tr>
<td>509</td>
<td>DANCE, PREFORMANCE ENSEMBLE II</td>
<td>PEIMS 03833400</td>
</tr>
<tr>
<td>510</td>
<td>DANCE, PREFORMANCE ENSEMBLE III</td>
<td>PEIMS 03833500</td>
</tr>
<tr>
<td>511</td>
<td>DANCE, PREFORMANCE ENSEMBLE IV</td>
<td>PEIMS 03833600</td>
</tr>
</tbody>
</table>

**GRADE 9-12 Credit 1 Year-long**

**Required:** Dance II-IV – successful completion of the previous level
This is a performance based course. Students will demonstrate the skills of dancing in a performance based venue. Students will learn a variety of topics ranging from basic knowledge of dance terminology and skill in ballet, lyrical, hip-hop, modern, contemporary, improvisation, and social dance in order to build an understanding and mastery of the choreography techniques, spatial awareness, rhythmic structure, stage production and history of dance. Students will earn credit in physical education in the Fall Term (Drill Team PES00014) and fine arts credit in the Spring Term.

508 – 511Q1 VARSITY PERFORMANCE ENSEMBLE – The Varsity team performs at Varsity games, competes in the spring, and performs at spring show while learning intermediate skills in dance and choreography. Tryouts are held in the spring term and candidates must have at least one year of pep squad to be eligible to try out or Dance Directors approval. Members must attend camp and pay all fees associated with being on the team. Members will earn credit in physical education in the Fall Term (Drill Team PES00014) and credit in fine arts in the Spring Term.

508 – 511Q2 JV PERFORMANCE ENSEMBLE – The Varsity team performs at Varsity games, competes in the spring, and performs at spring show while learning intermediate skills in dance and choreography. Tryouts are held in the spring term and candidates must have at least one year of pep squad to be eligible to try out or Dance Directors approval. Members must attend camp and pay all fees associated with being on the team. Members will earn credit in physical education in the Fall Term (Drill Team PES00014) and a credit in fine arts in the Spring Term.

508 – 511Q3 PEP PERFORMANCE ENSEMBLE – Sign up to as early as your freshman year. Cheer at Varsity football games, dance during a Varsity Football halftime, cheer for Varsity sports, perform at spring show and learn basic skills and technique to prepare for JV and Varsity team tryouts. Members must attend camp and pay all fees associated with being on the team. Members will earn credit in physical education in the Fall Term (Drill Team PES00014) and credit in fine arts in the Spring Term.

508 – 511Q4 BOYS DANCE PERFORMANCE ENSEMBLE – Specializing in hip hop, the boys hip hop team members perform at pep rallies, community events, compete in the spring, and perform at spring show while learning skills in hip hop and choreography. Tryouts are held in the spring semester. Members will earn credit in physical education in the Fall Term (Drill Team PES00014) and credit in fine arts in the Spring Term. Students must have director’s approval and attend camp to be on the team. There is a fee associated with being on this team.

765 – 768 DANCE THEORY I – IV
GRADE 9-12 Credit 1 Term

765 DANCE THEORY I PEIMS 03832900
766 DANCE THEORY II PEIMS 03833000
767 DANCE THEORY III PEIMS 03833100
768 DANCE THEORY IV PEIMS 03833200

This course will introduce students to the art and formal ideologies of dance. We will explore the aesthetic and technical underpinnings of dance composition. Basic compositional techniques will be discussed and practiced with an emphasis on;

- Principles such as weight, space, time, effort and shape
- Principles of musicality will be considered and developed by each student
- Working with each other as the raw material of the dance, students will develop short compositions that reveal their understanding of basic techniques
- Student will come to understand a range of compositional possibilities available to artists who work with the medium of the human body.
Visual and Performing Arts
JISD Coherent Sequence of Courses

* Performing Arts - Four credits of sequential classes in UP TO TWO of the following strands, MUSIC, THEATRE, DANCE, as long as at least one Level III or IV course is included. (For example, a student might take courses in both Theatre and Dance, or courses in both Music and Theatre.

<table>
<thead>
<tr>
<th>THEATRE (Performance)</th>
<th>771 Theatre Arts I</th>
<th>772 Theatre Arts II</th>
<th>773 Theatre Arts III</th>
<th>774 Theatre Arts IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Performance and Technical Pathways may be intermixed.</td>
<td>781 Theatre Production I</td>
<td>782 Theatre Production II</td>
<td>783 Theatre Production III</td>
<td>784 Theatre Production IV</td>
</tr>
<tr>
<td></td>
<td>775 Musical Theatre</td>
<td>776 Musical Theatre II</td>
<td>777 Musical Theatre III</td>
<td>778 Musical Theatre IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEATRE (Technical)</th>
<th>791 Technical Theatre I</th>
<th>792 Technical Theatre II</th>
<th>793 Technical Theatre III</th>
<th>794 Technical Theatre IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Performance and Technical Pathways may be intermixed.</td>
<td>792C Technical Theatre II - Costume Construction</td>
<td></td>
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</tr>
</tbody>
</table>

**THEATRE**

**771 THEATRE ARTS I**

Grade 9-12  Credit 1  Term

Theatre Arts I is an introduction to the dramatic arts. Topics include basic warm ups and acting techniques; a brief overview of the history of theatre arts; interpreting dramatic literature; careers in Theatre; and an introduction to the technical elements of theatrical production.

**772 THEATRE ARTS II**

**773 THEATRE ARTS III**

**774 THEATRE ARTS IV**

Grade 10-12  Credit 1  Term

Prerequisite: Successful completion of the previous level of Theatre Arts I, II, or III and recommendation of teacher

These courses build on the background established in Theatre Arts I, continuing the study of the historical evolution of the theatre, dramatic literature, and production styles. Basic components of production are studied and applied through performance.

**775 MUSICAL THEATRE I**

**776 MUSICAL THEATRE II**

**778 MUSICAL THEATRE III**

**779 MUSICAL THEATRE IV**

Grade 9-12  Credit 1  Year-long

Prerequisite: Audition with theatre teacher

The musical theatre program is designed to train actors in a wide range of skills, techniques and experiences that provide a broad range overview of theatrical performance, practice, history and literature. Musical theatre
techniques will focus on theatrical performance, dance and vocal music. Students are expected to participate as a performer, or as a member of the production/artistic team.

**781 THEATRE PRODUCTION I**  
PEIMS 03250700  
Grade 9-12  
Credit 1  
Year-long  
Prerequisite: Audition with theatre teacher

Students will become a performing group and produce theatre, including UIL one-act play competition. Participation in plays and contests are mandatory.

**791 TECHNICAL THEATRE I**  
PEIMS 03250500  
Grade 10-12  
Credit 1  
Term

Students will learn all aspects of the backstage side of theatre including: set construction, scenic art, set design, lighting, rigging, sound, costuming, make up, theatre management, box office and publicity. This will be a hands-on course with many opportunities.

**792 TECHNICAL THEATRE II**  
PEIMS 03250600  
Grade 11-12  
Credit 1  
Term

**793 TECHNICAL THEATRE III**  
PEIMS 03251100  
Grade 11-12  
Credit 1  
Term  
Prerequisite: Technical Theatre I and teacher approval

This course builds on the background established in Technical Theatre I; continuing the opportunities to experience all technical aspects of the theatre.

**792Y1 TECHNICAL THEATRE II – COSTUME CONSTRUCTION**  
PEIMS 03252900  
Grade 10-12  
Credit 1  
Term  
Prerequisite: Technical Theatre I and teacher approval

This is workshop style class designed for students who have a basic understanding of the principles of theatre and who want a more intensive study of costume design and the psychology of clothing. Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises. Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

**793Y2 TECHNICAL THEATRE III – ADV. COSTUME CONSTRUCTION**  
PEIMS 03253000  
Grade 10-12  
Term  
Prerequisite: Technical Theatre I and teacher approval

This courses builds on the background established in Technical Theatre II - Costume Construction; continuing the opportunities to experience all technical aspects of the theatre.
Career & Technical Education
High School Program Guide
2019 – 2020

8205 Palisades Drive
Live Oak, TX 78233
(210) 945-5218
Career and Technical Education prepares students for post-secondary education and a globally competitive workforce through rigorous and relevant academic, technical, career and character education programs. Career and technical education programs offer a sequence of courses that provides students with coherent content that is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Why are CTE pathways a great option for secondary students? CTE educates students for a range of career options through 15 career clusters and 33 pathways at JISD. CTE features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees. CTE fulfills employer needs that are high skill, high wage, and high demand. CTE prepares student to be college and career-ready by providing core academic skills, employability skills and technical job-specific skills. Students in these programs have the opportunity for real-world experiences, such as through internships or job shadowing and in many cases, industry certifications.

CERTIFICATION/LICENSE PREPARATION PROGRAMS

Industry certifications are important components of Career & Technical Education programs and are gaining importance in the business world as evidence of skill attainment; hundreds of certifications are available, and more are introduced each year. Earning a certification has many benefits; it gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries.

Judson ISD has aligned numerous career pathways with industry certifications and licenses, thereby providing students opportunities to earn nationally recognized, industry-current credentials. These certifications and licenses are identified within each career cluster. Information on the certifications/licenses in the programs are also available in each respective high school Career Center.

TECHNICAL DUAL CREDIT PROGRAMS

Dual Credit courses provide an opportunity for students to obtain college credit while pursuing their high school diploma. The traditional high school course work is expanded into the college course curriculum. Eligibility must be met before the first day of class through an application process. Available for selected courses only—information on the approved courses is available in each respective high school Career Center. Must meet college processing deadline to be considered.

Texas Success Initiative (TSI) standards must be met. Official transcript must be sent to the college.
Dual Credit courses provide an opportunity for students to obtain college credit while pursuing their high school diploma. The high school course work is expanded into the college course curriculum. **It is a two-year commitment and students must sign up their 10th grade year.** *TSI College Readiness Assessment must be taken and an official transcript must be sent to the college.*

Application and acceptance by the college required. [http://www.alamoacademies.com](http://www.alamoacademies.com)

<table>
<thead>
<tr>
<th>Aerospace Academy (AA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level (11 -12)</td>
<td>High School Credit 11</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
</tbody>
</table>

The This program is designed to provide high school students with technical training in airframe and power plant mechanics from college instructors, with paid summer internships with one of the industry partners. Upon graduation, students will be prepared for jobs in the aerospace industry where they can complete their technical training toward their FAA license. Up to thirty college credit hours are available for a post-secondary course of study. **Leads to jobs as an Aircraft Turbines Mechanic or Aircraft Structures Mechanic**

<table>
<thead>
<tr>
<th>Information Technology &amp; Security Academy (ITSA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level (11 - 12)</td>
<td>High School Credit 10</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
</tbody>
</table>

This program is designed to provide high school students with knowledge and skills in the area of information technology computer security, web development and programming and offers opportunities for paid summer internships with one of the industry partners. Graduates of this program will be prepared for entry-level Information Technology positions or for post-secondary Information Technology course of study. **Leads to jobs in Information Technology/Security & Assurance**

<table>
<thead>
<tr>
<th>Advanced Technology &amp; Manufacturing Academy (ATMA)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grade Level (11 - 12)</td>
<td>High School Credit 9</td>
</tr>
<tr>
<td>Prerequisite: None</td>
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</tr>
</tbody>
</table>

This program prepares students for careers in manufacturing production operations and facilities maintenance. Student competes for paid internships in the summer of their junior year with such companies as Dynatech Turbine Services, Columbia Industries, Alamo Iron Works, Light Speed Technology and others. **Leads to careers such as CNC Tool Operator, Manufacturing Operation Maintenance Assistant**

<table>
<thead>
<tr>
<th>Health Professions Academy (HPA)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grade Level (11 - 12)</td>
<td>High School Credit 6</td>
</tr>
<tr>
<td>Prerequisite: None</td>
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</tr>
</tbody>
</table>

This program is designed for students wishing to pursue degrees ranging from nursing and health information systems to respiratory care and invasive cardiovascular technology. The Center for Health Profession at Philip’s College has the most advanced human simulation patient human simulation patient facility in the United States. It houses complete radiology systems and surgical site, an eight bed general hospital suite, and a fully functional nursing station. *Limited number of slots available.* **Leads to jobs in Certified Nursing Assistant, Licensed Vocational Assistant, Licensed Vocational Nurse**

<table>
<thead>
<tr>
<th>Diesel Technology Academy (DTA) (formerly Heavy Equipment Academy HEA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level (11 - 12)</td>
<td>High School Credit 9</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
</tbody>
</table>

This program will provide a college pathway for high school juniors and seniors to attain Industry and Academic certificates helping to lead to high wage earning jobs or to further their higher education while addressing critical industry workforce needs. **Leads to jobs with State Highway departments, Waste Management, Construction, Holt Cat, and an array of different oil and gas companies.**
Dual Credit courses provide an opportunity for students to obtain college credit while pursuing their high school diploma. In partnership with Alamo Colleges District’s St. Phillip’s College, Judson Independent School District is pleased to offer The Judson High School Healthcare Innovative Academy. Developed with the assistance of a TEA Industry Cluster Innovative Grant, this program is a combination of rigorous academic and technical dual credit with a dual purpose of achieving a high school diploma, and a Certified Clinical Medical Assistant (CCMA), Associate of Science degree, and transferability to a Bachelor’s in Nursing degree. Students in 8th grade can visit with the middle school counselor for additional information.

*TSI College Readiness Assessment must be taken and an official transcript must be sent to the college. [http://www.alamoacademies.com](http://www.alamoacademies.com)

Healthcare Innovative Academy 13020505
Grade Level (9-12) College Hours up to 60
Prerequisite: Application process, TSI College Readiness Assessment,

This program is designed to provide high school students with technical training in the field of health care specific to the field of Certified Clinical Medical Assistant. The high school 4-year plan is intense and demanding. In addition to specific courses students will be required to complete a TSI Summer Bridge program, TSI passing scores in Math, Reading/Writing as well as college activities and deadlines such as Apply Texas.
**Work-Based Learning** is designed to provide students part-time work experience and classroom instruction that will prepare them with attitudes and skills necessary to be successful in today's work force. **Students may earn two (2) credits for attending the Career Preparation class each day and working a minimum of 10 hours weekly.** The course should span the entire school year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course at semester when extenuating circumstances require such a change.

**OPEN TO ALL 11TH AND 12 GRADERS WHO MEET THE FOLLOWING REQUIREMENTS:**

1. Career Preparation Request Form submitted to the counselor—ask your counselor or visit JISD/CTE website
2. Able to work a minimum of 10 hours per week for each semester
3. Good attendance record and no mandatory/discretionary discipline placements
4. Able to provide own transportation from school to worksite.
5. Student must be a minimum age of 16 and hold valid work documentation such as a Social Security Card

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**T430 Career Preparation** 12701300

Grade Level (11-12) Credit 2 (FY)
Prerequisite: None

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

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**T431 Career Preparation II** 12701400

Grade Level (12) Credit 2 (FY)
Prerequisite: Career Preparation I

Career Preparation (CPI) is a work-based instructional arrangement that develops essential knowledge through classroom technical instruction and on-the-job training in an approved career and technical training area. Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.

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**T300 Business Information Management I** 13011400

Grade Level (9-12) Credit 1/Term
Prerequisite: None

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. **Certifications offered: MOS**
The Business and Industry endorsement will prepare you to climb the ladder of success in fields such as agriculture, finances, sports, advertising, retail management, or transportation.

### CAREERS AT A GLANCE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>Agricultural Equipment Operator, Earth Driller, Power Plant Operator, Customer Service Representative, General Office Clerk, Bank Teller, Credit Checker, or Industrial Machinery Mechanic</td>
</tr>
<tr>
<td>Certification</td>
<td>Baker, Electrician, Plumber, Welder, Chef, Travel Agent, Real Estate Agent, Umpire/Referee, Air Traffic Controller, Aircraft Mechanic, Farm/Ranch Manager, or Forest Conservation Technician, Computer &amp; Network Technician</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>Construction Supervisor, Civil Drafter, Legal Secretary, Fashion Designer, Interior Designer, Director/Mortician, Avionics Technician, Electromechanical Technician, or Heavy Equipment Mechanic.</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>Architect, Surveyor, Editor, Newscaster, Accountant, Budget Analyst, Human Resources, Commercial Pilot, Statistician, Loan Officer Economist, Advertising Manager, or Marketing Manager</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>Animal Scientist, Zoologist/Wildlife Biologist, Librarian, or Regulatory Affairs Manager</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Business Professor</td>
</tr>
</tbody>
</table>
Animal Systems
Career Pathway

T101 Principles of Agriculture, Food, and Natural Resources 13000200
Grade Level (9-10)  Credit 1  Yearlong
Prerequisite: None

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.

T112 Livestock Production 13000300
Grade Level (10-12)  Credit 1  Yearlong
Prerequisite: Principles of Agriculture, Food, and Natural Resources

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.
T113 Equine Science 13000500
Grade Level (10-12) Credit .5 Term
Prerequisite: Principles of Agriculture, Food, and Natural Resources

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.

T110 Small Animal Management 13000400
Grade Level (10-12) Credit .5 Term
Prerequisite: Principles of Agriculture, Food, and Natural Resources

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.

T111 Veterinary Medical Applications 13000600
Grade Level (11-12) Credit 1 Yearlong
Prerequisite: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

T109 Advanced Animal Science 13000700
Grade Level (11-12) Credit 1 Yearlong
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either, Small Animal Management, Equine Science, or Livestock Production.
Recommended Prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

T137 Practicum AFNR – Animal Systems 13002500
Grade Level (11-12) Credit 2 Yearlong
Recommended Prerequisite: A minimum of two credits from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.
Horticulture / Plant Systems
Career Pathway

**T101 Principles of Agriculture, Food, and Natural Resources** 1300200

**Grade Level** (9-10)  **Credit** 1  **Yearlong**

Prerequisite: None

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.

**T124 Horticulture Science** 1300200

**Grade Level** (10-12)  **Credit** 1  **Yearlong**

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

**T119 Floral Design** 13001800

**Grade Level** (10-12)  **Credit** 1  **Yearlong**

Prerequisite: None

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

**T123 Landscape Design & Management** 13001900

**Grade Level** (10-12)  **Credit** .5  **Term**

Prerequisite: Horticulture Science

This course is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**T128 Turf Grass Management** 13001950

**Grade Level** (10-12)  **Credit** .5  **Term**

Prerequisite: Horticulture Science

This course is designed to develop an understanding of turf grass management techniques and practices.

**T125+ Advanced Plant and Soil Science** 13002100

**Grade Level** (11-12)  **Credit** 1  **Yearlong**

Prerequisite: Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and
oil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.  

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

T134 Practicum AFNR – Horticulture Plant Systems 13002500
Grade Level (11-12)  Credit 2  Yearlong
Recommended Prerequisite: A minimum of two credits from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Natural Resources Career Pathway

T101 Principles of Agriculture, Food, and Natural Resources 13000200
Grade Level (9-10)  Credit 1  Yearlong
Prerequisite: None

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.

T115 Wildlife, Fisheries, and Ecology Management 13001500
Grade Level (10-11)  Credit 1  Yearlong
Prerequisite: Principles of Agriculture, Food, and Natural Resources

Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

T122 Energy and Natural Resources Technology 13001100
Grade Level (10-12)  Credit 1  Yearlong
Prerequisite: Recommended Prerequisites: Minimum one credit from the courses in Agriculture, Food, and Natural Resources Career Cluster.

Energy and Natural Resource Technology examines the interrelatedness of environmental issues and production agriculture. Students will evaluate the environmental benefits provided by sustainable resources and green technologies. Instruction is designed to allow for the application of science and technology to measure environmental impacts resulting from production agriculture through field and laboratory experiences.
T135 Practicum AFNR – Natural Resources 13002500
Grade Level (11-12)  Credit 2  Yearlong
Recommended Prerequisite: A minimum of two credits from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Agriculture Mechanics
Career Pathway

T101 Principles of Agriculture, Food, and Natural Resources 13000200
Grade Level (9-10)  Credit 1  Yearlong
Prerequisite: None

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.

T133 Agricultural Mechanics and Metal Technologies 13002200
Grade Level (9-10)  Credit 1  Yearlong
Prerequisite: Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources.

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

T132 Agricultural Structures Design and Fabrication 13002300
Grade Level (11-12)  Credit 1  Yearlong
Prerequisite: Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

T136 Practicum AFNR – Mechanical Systems 13002500
Grade Level (11-12)  Credit 2  Yearlong
Recommended Prerequisite: A minimum of two credits from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.
Business
Career Pathway

T200 Principles of Business, Marketing, and Finance 13011200
Grade Level (9-10)  Credit 1  Term
Prerequisite: None.

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

T300 Business Information Management I 13011400
Grade Level (9-12)  Credit 1  Term
Prerequisite: None.

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.

T210 Money Matters 13016200
Grade Level (10-12)  Credit 1  Term
Prerequisite: None Recommended Prerequisites: Principles of Business, Marketing, and Finance, and/or Business Information Management.

In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

T806 Entrepreneurship 13034400
Grade Level (9-10)  Credit 1  Yearlong
Prerequisite: None Recommended: Prerequisite: Principles of Business, Marketing, and Finance.

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

T204 Practicum in Business Management 13012200
Grade Level (11-12)  Credit 12  Yearlong
Prerequisite: None

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the
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.

**T430 Career Preparation**

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<tr>
<th>Grade Level (11-12)</th>
<th>Credit 2 (FY)</th>
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<tr>
<td>Prerequisite: None</td>
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Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

### Marketing Career Pathway

**T200 Principles of Business, Marketing, and Finance**

<table>
<thead>
<tr>
<th>Grade Level (9-10)</th>
<th>Credit 1 Term</th>
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<tbody>
<tr>
<td>Prerequisite: None</td>
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</table>

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

**T300 Business Information Management I**

<table>
<thead>
<tr>
<th>Grade Level (9-12)</th>
<th>Credit 1 Term</th>
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<tr>
<td>Prerequisite: None</td>
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</table>

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.

**T800 Advertising**

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<th>Grade Level (9-10)</th>
<th>Credit .5 Term</th>
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<tr>
<td>Prerequisite: None</td>
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Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

**T802 Fashion Marketing**

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<th>Grade Level (9-10)</th>
<th>Credit .5 Term</th>
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<tr>
<td>Prerequisite: None</td>
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</table>

Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.
T807 Social Media Marketing 13034650
Grade Level (9-10) Credit .5 Term
Prerequisite: None. Recommended Prerequisite: Principles of Business, Marketing, and Finance.

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

T808 Sports and Entertainment Marketing 13034600
Grade Level (9-10) Credit .5 Term
Prerequisite: None. Recommended Prerequisite: Principles of Business, Marketing, and Finance.

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

T805 Advanced Marketing 13034700
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Principles of Business, Marketing, and Finance, and one combined credit of any marketing courses.

In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.

T809 Practicum in Marketing 13034800
Grade Level (9-10) Credit 2 Yearlong
Prerequisite: Advanced Marketing

Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.
Principles of Construction (1/1)
(8th grade students with POC credit select Const. I)

Construction Technology I (2/FY)
(NCCER/Core Curriculum)

Mill and Cabinetmaking Technology (2/FY)

Construction Technology II (2/FY)
Practicum in Construction Management (2/FY)

Construction Trades
Career Pathway

T710 Principles of Construction 13004220
Grade Level (9-10) Credit 1 Term
Prerequisite: None

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.

T705 Construction Technology I 13005100
Grade Level (10-12) Credit 2 Yearlong
Prerequisite: None. Recommended Prerequisite: Principles of Construction

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended per class.
T741 Mill and Cabinetmaking Technology 13005300
Grade Level (10) Credit 2 Yearlong
Prerequisite: Principles of Construction, and Construction Technology I.

In this course, students will gain knowledge and skills needed to enter the workforce in mill work and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.

T706 Construction Technology II 13005200
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Construction Technology I, and/or Mill and Cabinetmaking Technology

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

T724 Practicum in Construction Technology 13005250
Grade Level (12) Credit 2 Yearlong
Prerequisite: Construction Technology II.

In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.
Cybersecurity
Career Pathway

T360 Principles of Information Technology 13027200
Grade Level (9-10) Credit 1 Term
Prerequisite: None.

In this course, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

T361 Principles of Cybersecurity N1302810
Grade Level (9-10) Credit 1 Term
Prerequisite: Principles of Information Technology, and/or Business Information Management.

Students in the Principles of Cybersecurity course develop the knowledge and skills needed to master fundamental concepts of cybersecurity by exploring challenges facing information security professionals related to ethics, system security, network security, and application security. Students will examine trends in cyber-attacks, common vulnerabilities, and the emergence of cyber terrorism. Students will develop and implement security policies to mitigate those risks. To prepare for success, students will have opportunities to apply, reinforce, and transfer knowledge and skills to a variety of settings and problems.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Term</th>
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<tbody>
<tr>
<td>T346</td>
<td>Networking</td>
<td>(10)</td>
<td>1</td>
<td>Term</td>
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<td></td>
<td><strong>Prerequisite:</strong> Principles of Cybersecurity</td>
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<td>In this course, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply and transfer knowledge and skills to a variety of settings and problems.</td>
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<tr>
<td>T340</td>
<td>Networking/Lab</td>
<td>(10-12)</td>
<td>2</td>
<td>Yearlong</td>
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<td><strong>Prerequisite:</strong> Networking</td>
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<td>In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course must be taken concurrently with Networking and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Networking to allow students sufficient time to master the content of both courses.</td>
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<tr>
<td>T363</td>
<td>Practicum in Information Technology</td>
<td>(12)</td>
<td>2</td>
<td>Yearlong</td>
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<td><strong>Prerequisite:</strong> A minimum of two high school information technology (IT) courses.</td>
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<td>In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.</td>
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BUSINESS AND INDUSTRY ENDORSEMENT

Digital Print & Imaging

Print & Imaging Technology Career Pathway

T332 Printing and Imaging Technology I  13009600
Grade Level (9-12)  Credit 1 Term
Prerequisite: None. Preferred Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.

T347 Printing and Imaging Technology II  13009700
Grade Level (9-12)  Credit 1 (FY)
Prerequisite: None. Preferred Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video, Technology, and Communications in the career cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on printing prepress and desktop digital publishing.
T336 Printing and Imaging Technology II/Lab

Grade Level (10-12) Credit 2 Yearlong
Prerequisite: Printing and Imaging Technology I

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on digital prepress and desktop digital publishing. Districts are encouraged to offer this lab in a consecutive block with Printing and Imaging Technology II to allow students sufficient time to master the content of both courses.

T334 Practicum in Printing and Imaging Technology

Grade Level (10-12) Credit 2 Yearlong
Prerequisite: Printing and Imaging Technology II/ Lab.

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

In Management of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. This course includes the safe operation of tractor-trailers, forklifts, and related heavy equipment. This course will allow students to reinforce, apply, and transfer their academic knowledge and skills to management of transportation systems and associated careers.  

**Note:** This course will be offered in 2020-2021
T735 Distribution and Logistics 13040300
Grade Level (11-12) Credit 1 Yearlong
Prerequisite: Management of Transportation Systems

Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics. Note: This course will be offered in 2021-2022

T736 Practicum in Distribution and Logistics 13040470
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Distribution and Logistics

Practicum in Distribution and Logistics is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based. Note: Distribution and Logistics course will be offered in 2022-2023
BUSINESS AND INDUSTRY ENDORSEMENT

Fashion Design Career Pathway

T521 Fashion Design I 13009300
Grade Level (9-10) Credit 1 Term
Prerequisite: None. Recommended Prerequisite: Principles of Human Services

Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

T519 Fashion Design II 13009400
Grade Level (9-10) Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Principles of Human Services

Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

T518 Fashion Design II/Lab 13009410
Grade Level (10-11) Credit 2 Yearlong
Prerequisite: Fashion Design I
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

**T528 Practicum in Fashion Design**

Grade Level (11-12)  
Credit 2  
Prerequisite: Fashion Design II

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based experiences or career preparation opportunities.
In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

T324 Graphic Design & Illustration I 13008800
Grade Level (10-12) Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Digital Media

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
T327 Graphic Design & Illustration II/Lab 13008910
Grade Level (10-12)   Credit 2 Yearlong
Prerequisite:  Graphic Design and Illustration I.

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

T326 Practicum in Graphic Design & Illustration 13009000
Grade Level (11-12)   Credit 2 Yearlong
Prerequisite:  Graphic Design and Illustration II and Graphic Design and Illustration II Lab.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

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.
T541 Advanced Culinary Arts 13022650
Grade Level (10-12) Credit 2
Prerequisite: Culinary Arts.

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

T535 Practicum in Culinary Arts 13022700
Grade Level (11-12) Credit 2
Prerequisite: Advanced Culinary Arts.

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues related to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.
In Computer Programming I, students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

In Computer Programming II, students will expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.
Audio Visual Production
Career Pathway

T328 Digital Media 13027800
Grade Level (9-10)  Credit 1 Term
Prerequisite: None.

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

T853 Audio/Video Production I 13008500
Grade Level (9-10)  Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Digital Media

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.
**T338 Audio/Video Production II/Lab**
Grade Level (10-12) Credit 2 Yearlong
Prerequisite: Audio/Video Production I.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

**T855 Practicum in Audio/Video Production**
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Audio/Video Production II/Lab

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Animation Career Pathway**

**T328 Digital Media**
Grade Level (9-10) Credit 1 Term
Prerequisite: None.

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

**T322 Animation I**
Grade Level (10-12) Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Digital Media

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

**T329 Animation II/Lab**
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Animation I.

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry. Districts are encouraged to offer this lab in a consecutive block with Animation II to allow students sufficient time to master the content of both courses.
T333 Video Game Design 13009970
Grade Level (11-12) Credit 1 Yearlong
Prerequisite: Animation I.

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

T331 Practicum in Animation 13008450
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Animation II/Lab.

Building upon the concepts taught in Animation II and its corequisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design Career Pathway

T328 Digital Media 13027800
Grade Level (9-10) Credit 1 Term
Prerequisite: None.

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

T324 Graphic Design & Illustration I 13008800
Grade Level (10-12) Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Digital Media

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

T327 Graphic Design & Illustration II/Lab 13008910
Grade Level (10-12) Credit 2 Yearlong
Prerequisite: Graphic Design and Illustration I.

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are
encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

**T326 Practicum in Graphic Design & Illustration**

<table>
<thead>
<tr>
<th>Grade Level (11-12)</th>
<th>Credit 2 Yearlong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Graphic Design and Illustration II and Graphic Design and Illustration II Lab.</td>
</tr>
</tbody>
</table>

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

### Commercial Photography Career Pathway

**T328 Digital Media**

<table>
<thead>
<tr>
<th>Grade Level (9-10)</th>
<th>Credit 1 Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>None.</td>
</tr>
</tbody>
</table>

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

**T850 Commercial Photography I**

<table>
<thead>
<tr>
<th>Grade Level (9-10)</th>
<th>Credit 1 Yearlong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Digital Media</td>
</tr>
</tbody>
</table>

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

**T337 Commercial Photography II/Lab**

<table>
<thead>
<tr>
<th>Grade Level (10-12)</th>
<th>Credit 2 Yearlong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Commercial Photography I</td>
</tr>
</tbody>
</table>

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography II to allow students sufficient time to master the content of both courses.

**T339 Practicum in Commercial Photography**

<table>
<thead>
<tr>
<th>Grade Level (11-12)</th>
<th>Credit 2 Yearlong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Commercial Photography II/Lab.</td>
</tr>
</tbody>
</table>

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.
Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow
students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**T714 Automotive Technology II: Maintenance and Light Repair**

- **Grade Level**: (10-12)
- **Credit**: 2 Yearlong
- **Prerequisite**: None. **Recommended Prerequisites**: Automotive Technology I: Maintenance and Light Repair.

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**T729 Practicum in Transportation Systems: Automotive Technology**

- **Grade Level**: (11-12)
- **Credit**: 2 Yearlong
- **Prerequisite**: Automotive Technology II: Automotive Service

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

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**Collision Repair Career Pathway**

**T728 Automotive Basics**

- **Grade Level**: (9-10)
- **Credit**: 1 Term
- **Prerequisite**: None

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**T702 Collision Repair**

- **Grade Level**: (10-12)
- **Credit**: 2 Yearlong
- **Prerequisite**: None. **Recommended Prerequisite**: Automotive Basics

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

**T715 Paint & Refinishing**

- **Grade Level**: (10-12)
- **Credit**: 2 Yearlong
- **Prerequisite**: Collision Repair

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.
T730 Practicum in Transportation Systems: Collision Repair & Refinishing

Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Paint & Refinishing

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Welding
Career Pathway

**T727 Introduction to Welding**
13032250
Grade Level (9-10) Credit 1 Term
Prerequisite: None  Recommended or Co-requisite: Algebra I.

Introduction to Welding will introduce 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. 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.

**T712 Welding I**
13032300
Grade Level (10-12) Credit 2 Yearlong
Prerequisite: Introduction to Welding. Recommended Prerequisites: Algebra I

Welding I provide 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.
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.

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
PUBLIC SERVICE
ENDORSEMENT
PUBLIC SERVICE CAREERS

If you are willing to serve others in a multitude of areas including medicine, law enforcement, and education, you will thrive in the Public Service endorsement courses.

<table>
<thead>
<tr>
<th>CAREERS AT A GLANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Diploma</strong></td>
</tr>
<tr>
<td>Teacher Assistant, License Clerk, Municipal Clerk, Nanny, or Animal Control Worker, Health Services Medical Receptionist or Clerk</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
</tr>
<tr>
<td>Fitness Trainer &amp; Aerobics Instructor, Hairdresser/Cosmetologist, Social Work Technician, Personal &amp; Home Care Aide, Court Reporter, Fire Fighter, or Private Investigator, Nurse Aide, Dental Assistant, Radiological Technician</td>
</tr>
<tr>
<td><strong>Associates Degree</strong></td>
</tr>
<tr>
<td>Environmental Compliance Inspector, Police Detective, or Legal Technician/Paralegal, Licensed Vocational Nurse</td>
</tr>
<tr>
<td><strong>Bachelor's Degree</strong></td>
</tr>
<tr>
<td>School Teacher, Social/Community Services Manager, Childcare Center Administrator, Public Health Educator, Chief Executive, Parole &amp; Probation, or Magistrate Judge, Registered Nurse</td>
</tr>
<tr>
<td><strong>Master's Degree</strong></td>
</tr>
<tr>
<td>College/University Administrator, Principal, Urban &amp; Regional Planner, Sociologist, or Mental Health Counselor, Non-Profit Director</td>
</tr>
<tr>
<td><strong>Doctoral Degree</strong></td>
</tr>
<tr>
<td>Clinical Psychologist, Counseling Psychologist, Educational Psychologist, Medical Doctor</td>
</tr>
</tbody>
</table>
**Cosmetology Career Pathway**

**T544 Introduction to Cosmetology**
- **Grade Level**: (9-10)  
- **Credit**: 1/Term  
- **Prerequisite**: None.

Introduction to Cosmetology is second year course where theory and hands on activities will be practiced in hair care, skin care, and nail care. Cosmetology Sciences associated with bacteriology, sanitation and public safety are practiced according to the Texas Department of Licensing and Regulation (TDLR) requirements. In this course, students begin the transition from manikin work to servicing clients in a salon setting using professional business practices. *(A fee to apply for a permit with TDLR is required)*

**T547 Principles of Cosmetology Design and Color Theory**
- **Grade Level**: (9-10)  
- **Credit**: 1/Term  
- **Prerequisite**: None. **Recommended Prerequisite**: Introduction to Cosmetology

Principles of Cosmetology Design and Color Theory is the first course in the pathway. 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 cosmetology. Students will be registered with the Texas Department of Licensing and Regulation Beauty Schools and will begin their journey of education needed to obtain Cosmetology licensure. *(A fee to apply for a permit with TDLR is required)*
Cosmetology I is the third year course where 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. Advanced practices in haircutting and hairstyling followed by color formulations and permanent waving. Continued practice with technical skills preparing students for the trending beauty industry.

In Cosmetology II is the final course where 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. Clocked hours will continue while students practice advanced development in hair coloring, chemical textures, and haircutting. Students will provide cosmetology services to clients in a full-service salon setting. Salon Business practice, cosmetology career planning will assist students with job placement and Texas Cosmetology State exam preparation.

This course provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students are expected to develop proficient and mastery level work samples and to expand their work experiences. Clocked hours will continue while students practice advanced development in hair coloring, chemical textures, and haircutting. Students will provide cosmetology services to clients in a full-service salon setting. Salon Business practice, cosmetology career planning will assist students with job placement and Texas Cosmetology State exam preparation.
**Education & Training Career Pathway**

**T502 Principles of Education and Training**

Grade Level (9-10) Credit 1 Term

Prerequisite: None.

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

**T513 Human Growth and Development**

Grade Level (10-12) Credit 1 Yearlong

Prerequisite: None. Recommended Prerequisite: Principles of Education and Training.

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
T507 Instructional Practices 13014400
Grade Level (11-12) Credit 2 Yearlong
Prerequisite: Human Growth and Development.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

T508 Practicum in Education & Training 13014500
Grade Level (12) Credit 2 Yearlong
Prerequisite: Instructional Practices.

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Health Science – Certified Nursing Assistant
Health Science – Radiology Technician
Health Science - Certified Medical Assistant
Career Pathways

T600 Principles of Health Science 13020200
Grade Level (9-10) Credit 1/Term
Prerequisite: None

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.

T604 Medical Terminology 13020300
Grade Level (9-10) Credit 1/Term
Prerequisite: None: Recommended: Principles of Health Science

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Prerequisite/Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>T615</td>
<td>Health Science Theory</td>
<td>10-12</td>
<td>1/Term</td>
<td>Principles of Health Science and Biology</td>
</tr>
<tr>
<td></td>
<td>The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.</td>
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<td></td>
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</tr>
<tr>
<td>405+</td>
<td>Anatomy and Physiology</td>
<td>10-12</td>
<td>1/Term</td>
<td>Biology and a second science credit. Recommended Prerequisite: A course from the Health and Science Career Cluster</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>403+</td>
<td>Medical Microbiology</td>
<td>11-12</td>
<td>1/Term</td>
<td>Biology and Chemistry. Recommended Prerequisite: A course from the Health Science Career Cluster.</td>
</tr>
<tr>
<td></td>
<td>The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.</td>
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<tr>
<td>404+</td>
<td>Pathophysiology</td>
<td>11-12</td>
<td>1/Term</td>
<td>Biology and Chemistry. Recommended Prerequisite: A course from the Health Science Career Cluster.</td>
</tr>
<tr>
<td></td>
<td>The Pathophysiology 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 Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</td>
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<tr>
<td>T602</td>
<td>Practicum in Health Science/Extended Practicum – Certified Nursing Assistant</td>
<td>12</td>
<td>3</td>
<td>Principles of Health Science, Health Science Theory, and Biology. Preferred Prerequisite: Medical Microbiology and Pathophysiology</td>
</tr>
<tr>
<td></td>
<td>The Extended 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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</tbody>
</table>
**T607 Practicum in Health Science/Extended Practicum – Radiology Technician**  
13020505

**Grade Level (12)**  
Credit 3

**Prerequisite:** Principles of Health Science, Health Science Theory, and Biology.  
**Preferred Prerequisite:** Medical Microbiology and Pathophysiology

The Extended 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**T616 Practicum in Health Science/Extended Practicum – Certified Clinical Medical Assistant**  
13020505

**Grade Level (12)**  
Credit 3

**Prerequisite:** Principles of Health Science, Health Science Theory, and Biology.  
**Preferred Prerequisite:** Medical Microbiology and Pathophysiology

The Extended 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

*Student’s interested in Practicum in HS - Certified Nursing Assistant (CNA), Practicum in HS Radiology, or Practicum in HS Certified Clinical Medical Assistant courses are recommended to visit the career counselor on campus or with the teachers in the cluster to get additional information on deadlines for application process.*

**Health Science- Dental Assistant Career Pathway**

**T600 Principles of Health Science**  
13020200

**Grade Level (9-10)**  
Credit 1 Term

**Prerequisite:** None

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.

**T604 Medical Terminology**  
13020300

**Grade Level (10-12)**  
Credit 1 Term

**Prerequisite:** None  
**Recommended Prerequisite:** Principles of Health Science

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.

**T615 Health Science Theory**  
13020400

**Grade Level (11-12)**  
Credit 1 Term

**Prerequisite:** Principles of Health Science and/or Medical Terminology, and Biology.

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
405+ Anatomy and Physiology 13020600
Grade Level (10-12) Credit 1 Term
Prerequisite: Biology and a second science credit. Recommended Prerequisite: A course from the Health and 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.

T608 Practicum in Health Science/Extended Practicum – Dental Assistant (1st year) 13020505
Grade Level (11) Credit 3 Yearlong
Prerequisite: Principles of Health Science, Health Science Theory, and Biology.

The Extended 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.

T603 Practicum in Health Science/Extended Practicum – Dental Assistant (2nd year) 13020515
Grade Level (12) Credit 3 Yearlong
Prerequisite: Principles of Health Science, Health Science Theory, and Biology, Practicum

The Extended 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Health Science Elective Courses**

*Note: These courses satisfy a science credit requirement for students on the Foundation High School Program.*

403+ Medical Microbiology 13020700
Grade Level (10-12) Credit 1 Term
Prerequisite: Biology and Chemistry. Recommended Prerequisite: A course from the Health Science Career Cluster.

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.

404+ Pathophysiology 13020800
Grade Level (11-12) Credit 1 Term
Prerequisite: Biology and Chemistry. Recommended Prerequisite: A course from the Health Science Career Cluster.

The Pathophysiology 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 Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.
405+ Anatomy and Physiology 13020600
Grade Level (10-12) Credit 1 Term
Prerequisite: Biology and a second science credit. Recommended Prerequisite: A course from the Health and 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.
Human Services – Child Development
Career Pathway

T531 Lifetime Nutrition and Wellness 13024500
Grade Level (9-10) Credit .5/ Term
Prerequisite: None. Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principle of Health Science.

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

T506 Child Development 13024700
Grade Level (10-12) Credit 1 Yearlong
Prerequisite: None. Recommended Prerequisite: Principles of Human Services

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

Human Services – Social Services
Career Pathway

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

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions.
Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

**T516 Practicum in Human Services - Social Services**

<table>
<thead>
<tr>
<th>Grade Level (12)</th>
<th>Credit 2</th>
<th>Yearlong</th>
</tr>
</thead>
</table>

**Prerequisite:** None. Recommended Prerequisite: Child Guidance or Counseling & Mental Health

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

Level 1
Principles of Law, Public Safety, Corrections, & Security (1/T)

Level 2
Law Enforcement I (1/FY)

Level 3
Law Enforcement II (1/FY)

Level 4
Practicum in Law, Public Safety, Corrections & Security (2/FY)

Optional Courses: (1/T) ea.
- Court Systems & Practices
- Correctional Services
- Forensic Science
(1 counts as science cr.)

Certifications Offered:
CPR, Basic Telecommunication Certificate, Texas Department Correctional Officer

1, 2 = Credits, T = Term, FY = Full Year
2019-2020
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T487</td>
<td>Law Enforcement II</td>
<td>(10-11)</td>
<td>1 Yearlong</td>
<td>Prerequisite: Principles of Law, Public Safety, Corrections, and Security. Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.</td>
</tr>
<tr>
<td>T494</td>
<td>Practicum in Law, Public Safety, Corrections, and Security</td>
<td>(11-12)</td>
<td>2 Yearlong</td>
<td>Prerequisite: None. Recommended Prerequisite: Law Enforcement II The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. (VMHS will offer in 2021-2022)</td>
</tr>
<tr>
<td>T493</td>
<td>Court Systems and Practices</td>
<td>(11-12)</td>
<td>1 Term</td>
<td>Prerequisite: None. Recommended Prerequisite: Law Enforcement I Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.  (VMHS will offer in 2020-2021)</td>
</tr>
<tr>
<td>T480</td>
<td>Correctional Services</td>
<td>(11-12)</td>
<td>1 Term</td>
<td>Prerequisite: None. Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security Career Cluster and Law Enforcement I. In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates. (VMHS will offer in 2020-2021)</td>
</tr>
<tr>
<td>T491</td>
<td>Forensic</td>
<td>(11-12)</td>
<td>1 Term</td>
<td>Prerequisite: Biology or Chemistry. Recommended Prerequisite: Any Law, Public, Safety, Corrections, and Security Career Cluster course. 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. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Note: This course satisfy a science credit requirement for students on the Foundation High School Program.</td>
</tr>
</tbody>
</table>

Optional Course:

T490 Correctional Services (11-12) Credit 1 Term
Prerequisite: None. Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security Career Cluster and Law Enforcement I. In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates. (VMHS will offer in 2020-2021)
JUNIOR RESERVE OFFICER TRAINING CORP

Veterans Memorial High School – ARMY
Wagner High School – ARMY

521 ARMY ROTC 1  PES00004
522 ARMY ROTC 2  03160200
523 ARMY ROTC 3  03160300
524 ARMY ROTC 4  03160400

521 ARMY ROTC 1
Grade Level (9-12) Credit 1
Prerequisite: None

The course provides lessons in Citizenship. A one to four year course designed to motivate young people to be better citizens strengthening their character through the teaching of values, developing the ability to communicate, developing the basic skills necessary to work as a team member and developing leadership skills.

522 ARMY ROTC 2
Grade Level (9-12) Credit 1
Prerequisite: Must be formally enrolled in the Junior Reserve Officers

Training Corps Rifle/Drill: A 1 to 4 year course designed to assist students in becoming more accomplished in skills required for ROTC extra-curricular competition events such as Drill Team, Color Guard, Marksmanship, Orienteering, and Physical Fitness.

523 ARMY ROTC 3
Grade Level (9-12) Credit 1
Prerequisite: Instructor Review

Student Government Leadership: This course provides an opportunity to study, practice and develop group leadership and organizational skills. These skills include, but are not limited to: decision making, problem solving techniques, communication, leadership roles, human relations skills and understanding the need for social intelligence and civic responsibility.

524 ARMY ROTC 4
Grade Level (9-12) Credit 1
Prerequisite: Successful completion of three years in JROTC

Fourth year cadets act as role models and lead the Wagner Battalion as seniors they will hold positions of command and staff positions. Cadets are in command positions and are responsible for leading the planning of all activities within the Battalion, coordinating requirements and organizing all projects and programs.
Aerospace Science (Judson High School)
Air Force Junior Reserve Officer Training Corps (AFJROTC)

Judson High School – AIRFORCE

521 AFROTC 1
522 AFROTC 2
523 AFROTC 3
524 AFROTC 4

521 AEROSPACE SCIENCE 1
Grade Level (9-12) Credit 1
Prerequisite: None

A Journey into Aviation History is a course designed to acquaint the cadet with the development of flight and the role of the military in history. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Through Leadership Education, the cadets receive an introduction to AFJROTC, military customs and courtesies, citizenship, character, Air Force Traditions, drill, wear of the uniform, and the elements of fellowship, teamwork and wellness.

522 AEROSPACE SCIENCE 2
Grade Level (10-12) Credit 1
Prerequisite: Successful completion of one year of JROTC

The Science of Flight course is designed to acquaint the cadet with the aerospace environment, the human requirements of flight, and principles of navigation. In lieu of The Science of Flight, The Survival course of instruction provides training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Through Leadership Education, second-year cadets also begin to develop better communication skills, increased awareness of self and others, and improve their leadership skills. Wellness is taught and the development of self-discipline and drill are emphasized.

523 AEROSPACE SCIENCE 3
Grade Level (11-12) Credit 1
Prerequisite: Successful completion of two years of JROTC

Exploring Space: The High Frontier is a course which examines our Earth, the moon and the planets, the latest advances in space technology, and continuing challenges of space and manned space flight. In lieu Exploring Space: The High Frontier, Cultural Studies is an introduction to Global Awareness. It is a customized course specifically created for AFJROTC that introduces cadets to the world’s cultures through the study of world affairs, regional studies, and cultural awareness. Leadership training focuses on life skills and career opportunities to include which path to take after high school with information on how to apply for admission to college, how to begin the job search including filling out the job application, writing a resume, and how to prepare for a job interview. Third-year cadets take on leadership roles within the Cadet Wing. They may serve as cadre officers or senior non-commissioned officers in command or staff assignments. Continued emphasis is placed on wellness and drill.

524 AEROSPACE SCIENCE 4
Grade Level (11-12) Credit 1
Prerequisite: Successful completion of two years of JROTC
STEM ENDORSEMENT
If you are looking forward to a future career where scientific inquiry and the design process are used regularly, you will enjoy the coursework required for a STEM endorsement.

## CAREERS AT A GLANCE

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Career Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>Climate Change Analyst, Electromechanical Engineering Technologist, or Radio Frequency Identification Devise Specialist</td>
</tr>
<tr>
<td>Certification</td>
<td>Robotics Technician</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>City Planning Aide, Nuclear Monitoring Technician, Geospatial Information Scientist and Technologist, or Environmental Science Technician</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>Engineer (mechanical, petroleum, biomedical, chemical, electrical, energy, industrial, nano systems, nuclear, or robotics), Forensic Science Technician, Marine/Naval Architect, or Meteorologist</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>Natural Science Manager, Archeologist, Geoscientist, Hydrologist, or Mathematician</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Medical Scientist, Biochemist/Biophysicist, or Microbiologist</td>
</tr>
</tbody>
</table>
Science, Technology, Engineering and Mathematics (STEM) Career Cluster

Project Lead The Way® (PLTW) promotes pre-engineering courses for high school students. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. Students take a sequence of courses which introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum. Visit for more information.

Students who meet certain criteria when completing the PLTW courses will be able to apply for college credit. These courses are math and science intensive. PLTW courses must be completed in sequence and are math and science intensive.
Civil Engineering  
Career Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>T912 (PLTW)</td>
<td>Introduction to Engineering Design (IED)</td>
<td>9-10</td>
<td>1</td>
<td>Term</td>
</tr>
<tr>
<td>T913 (PLTW)</td>
<td>Principles of Engineering (POE)</td>
<td>10-11</td>
<td>1</td>
<td>Term</td>
</tr>
<tr>
<td>T916 (PLTW)</td>
<td>Civil Engineering and Architecture (CEA)</td>
<td>11-12</td>
<td>1</td>
<td>Yearlong</td>
</tr>
<tr>
<td>T921 (PLTW)</td>
<td>Engineering Design &amp; Development (EDD)</td>
<td>12</td>
<td>1</td>
<td>Yearlong</td>
</tr>
</tbody>
</table>

**T912 (PLTW) Introduction to Engineering Design (IED)**  
Grade Level (9-10) Credit 1 Term  
Prerequisite: Successful completion of Algebra I or concurrently enrolled  

Advanced math and science problem solving skills are used in various design applications throughout this course. Students explore the design development process of a product and how a model of that product is produced, analyzed and evaluated using freehand sketching methods and state-of-the-art Computer Aided Design software. Students develop the concept of creating 3-D models or solid rendering of a model.

**T913 (PLTW) Principles of Engineering (POE)**  
Grade Level (10-11) Credit 1 Term  
Prerequisite: Introduction to Engineering Design, completed Algebra I, Physics or concurrently enrolled  

Advanced math and science problem solving skills are used in various design applications throughout this course. This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**T916 (PLTW) Civil Engineering and Architecture (CEA)**  
Grade Level (11-12) Credit 1 Yearlong  
Prerequisite: Introduction to Engineering Design and Principles of Engineering  

Advanced math and science problem solving skills are used in various design applications throughout this course. This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: roles of Civil Engineers and Architects, project planning, site planning, building design, project documentation and presentation.

**T921 (PLTW) Engineering Design & Development (EDD)**  
Grades: Level (12) Credit 1 Yearlong  
Prerequisites: Introduction to Engineering Design and Principles of Engineering  

Advanced math and science problem solving skills are used in various design applications throughout this course. Students have the opportunity to work in teams to solve problems of their own choosing. Under the guidance of the instructor, teams employ all the skills and knowledge gained through previous coursework to brainstorm, research, construct, and test a model in real-life situations (or simulations); document their designs; and present and defend the designs to a panel of experts.

**T914 Practicum in Science, Technology, Engineering, and Mathematics**  
Grades: Level (12) Credit 2 Yearlong  
Prerequisites: Introduction to Engineering Design and Principles of Engineering, Principles of Engineering, and one other STEM Course, a sequence of three credits in the STEM cluster.

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

T912 (PLTW) Introduction to Engineering Design (IED)  N1303742
Grade Level (9-10)  Credit 1 Term
Prerequisite: Successful completion of Algebra I or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. Students explore the design development process of a product and how a model of that product is produced, analyzed and evaluated using freehand sketching methods and state-of-the-art Computer Aided Design software. Students develop the concept of creating 3-D models or solid rendering of a model.

T913 (PLTW) Principles of Engineering (POE)  13037500
Grade Level (10-11)  Credit 1 Term
Prerequisite: Introduction to Engineering Design, completed Algebra I, Physics or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

T919 (PLTW) Aerospace Engineering (AE)  N1303745
Grades: 11-12  Credit 1 Yearlong
Prerequisite: Introduction to Engineering Design and Principles of Engineering

Advanced math and science problem solving skills are used in various design applications throughout this course. This course propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring concepts to life by designing an airfoil, propulsion system and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. **NOTE: This course may count as a 4th year Science credit**

T921 (PLTW) Engineering Design & Development (EDD)  N1303749
Grades: Level (12)  Credit 1 Yearlong
Prerequisites: Aerospace Engineering

Advanced math and science problem solving skills are used in various design applications throughout this course. Students have the opportunity to work in teams to solve problems of their own choosing. Under the guidance of the instructor, teams employ all the skills and knowledge gained through previous coursework to brainstorm, research, construct, and test a model in real-life situations (or simulations); document their designs; and present and defend the designs to a panel of experts.

T914 Practicum in Science, Technology, Engineering, and Mathematics  13037400
Grades: Level (12)  Credit 2 Yearlong
Prerequisites: Introduction to Engineering Design and Principles of Engineering, Principles of Engineering, and one other STEM Course, a sequence of three credits in the STEM cluster.

The course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
T912 (PLTW) Introduction to Engineering Design (IED)  
Grade Level (9-10) Credit 1 Term  
Prerequisite: Successful completion of Algebra I or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. Students explore the design development process of a product and how a model of that product is produced, analyzed and evaluated using freehand sketching methods and state-of-the-art Computer Aided Design software. Students develop the concept of creating 3-D models or solid rendering of a model.

T913 (PLTW) Principles of Engineering (POE)  
Grade Level (10-11) Credit 1 Term  
Prerequisite: Introduction to Engineering Design, completed Algebra I, Physics or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

T920 (PLTW) Computer Integrated Manufacturing (CIM)  
Grades: 11-12 Credit 1 Yearlong  
Prerequisites: Introduction to Engineering Design and Principles of Engineering

Computer integrated manufacturing utilizes the principals developed in introduction to engineering design and principals of engineering to a practical application. Students use automation, control systems sensing devices, computer programming and robotics to produce products. The course emphasizes trouble shooting and design efficiency.

T921 (PLTW) Engineering Design & Development (EDD)  
Grades: 12 Credit 1 Yearlong  
Prerequisites: Introduction to Engineering Design and Principles of Engineering

Advanced math and science problem solving skills are used in various design applications throughout this course. Students have the opportunity to work in teams to solve problems of their own choosing. Under the guidance of the instructor, teams employ all the skills and knowledge gained through previous coursework to brainstorm, research, construct, and test a model in real-life situations (or simulations); document their designs; and present and defend the designs to a panel of experts.

T914 Practicum in Science, Technology, Engineering, and Mathematics  
Grades: Level (12) Credit 2 Yearlong  
Prerequisites: Introduction to Engineering Design and Principles of Engineering, Principles of Engineering, and one other STEM Course, a sequence of three credits in the STEM cluster.

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

T912 (PLTW) Introduction to Engineering Design (IED)
Grade Level (9) Credit 1 Term
Prerequisite: Successful completion of Algebra I or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. Students explore the design development process of a product and how a model of that product is produced, analyzed and evaluated using freehand sketching methods and state-of-the-art Computer Aided Design software. Students develop the concept of creating 3-D models or solid rendering of a model.

T913 (PLTW) Principles of Engineering (POE)
Grade Level (10) Credit 1 Term
Prerequisite: Introduction to Engineering Design, completed Algebra I, Physics or concurrently enrolled

Advanced math and science problem solving skills are used in various design applications throughout this course. This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

T915 Robotics I
Grade Level (10) Credit 1 Term
Prerequisite: Principles of Engineering, completed Algebra I, Physics or concurrently enrolled

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

T923 Robotics II
Grade Level (10) Credit 1 Yearlong
Prerequisite: Robotics 1

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

T914 Practicum in Science, Technology, Engineering, and Mathematics
Grades: (12) Credit 2 Yearlong
Prerequisites: A sequence of three credits in the STEM cluster.

The course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience
Career and Technical Student Organizations (CTSOs) play an integral part in a student’s career and technical education. CTSOs enrich student learning that starts in the classroom, build strong partnerships between industries and future employees, and provide future career experience that students carry into their careers and communities. https://txcte.org/teachers

**Business Professionals of America (BPA)**
Members compete in demonstrations of their business technology skills, develop their professional and leadership skills, network with one another and professionals across the nation, and get involved in the betterment of their community through good works projects.

**DECA**, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

**Family Career and Community Leaders of America (FCCLA)**
Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life — planning, goal setting, problem solving, decision-making and interpersonal communication — necessary in the home and workplace.

**Health Occupations Students of America (HOSA)**
HOSA is a national vocational student organization endorsed by the U.S. Department of Education and the Health Occupations Education Division of the American Vocational Association. HOSA’s two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA’s goal is to encourage all health occupations instructors and students to join and be actively involved in the HOE-HOSA Partnership.

**National Future Farmers of America (FFA)**
The National Future Farmer of American organization is not just for students who want to be production farmers, FFA also welcomes members who aspire to careers in other fields. The National FFA organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

**SkillsUSA**
SkillsUSA is a national organization serving high school and college students and professional members who are enrolled in technical, skilled and service occupations, including health occupations.

**TAFE**
The Texas Association of Future Educators is a statewide student organization created to allow young men and women an opportunity to explore the teaching profession. The organization provides students the necessary knowledge to make informed decisions about pursuing careers in education.
Texas Public Service Association (TPSA)
Texas Public Service Association was developed to help high school Law/Public Safety/Corrections/Security students experience interaction with other students and working professionals in an effort to pinpoint their future career expectations through competition and education.

NOTE: Student CTSO membership requires student enrollment in the respective pathway.
# Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Clusters</td>
<td>This is a grouping of course sequences (pathways) that prepare students for careers in the same field of study or that require similar skills.</td>
</tr>
<tr>
<td>Course Credit</td>
<td>A unit of measure awarded for Successful completion of a course. Completion of a one semester course typically earns one-half credit for a student.</td>
</tr>
<tr>
<td>Coherent Sequence</td>
<td>A series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies.</td>
</tr>
<tr>
<td>CTE Courses</td>
<td>These courses prepare students for careers. These were once called vocational courses. The CTE stands for Career and Technical Education.</td>
</tr>
<tr>
<td>Distinguished Level of Achievement</td>
<td>A high level of academic achievement earned by going above and beyond the Foundation + Endorsement high school program. A student must earn this designation to be eligible for the top 10 percent automatic admission to a Texas public university.</td>
</tr>
<tr>
<td>Endorsements</td>
<td>The areas of specialized study that are required to earn high school diplomas with endorsements. They are: STEM (Science, Technology, Engineering, &amp; Math), Business &amp; Industry, Arts &amp; Humanities, Public Service, and Multidisciplinary Studies.</td>
</tr>
<tr>
<td>EOC</td>
<td>STAAR end-of-course (EOC) exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end- of-course exams to earn a diploma from a Texas public high school. Those five exams are given when a student takes English I and II, Biology, Algebra I, and U.S. History courses.</td>
</tr>
<tr>
<td>Foundation High School Program</td>
<td>The basic 22-credits (not counting additional electives or endorsement courses) needed to graduate from the Texas public school system.</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>FAFSA</td>
<td>This is the federal student financial aid application. It stands for Free Application for Federal Student Aid.</td>
</tr>
<tr>
<td>Industry Workforce Credential</td>
<td>A state, nationally, or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Pathways list the specific courses a student must undertake to earn an endorsement. The courses are grouped and identified with career choices.</td>
</tr>
<tr>
<td>Performance Acknowledgements</td>
<td>Students may earn an additional acknowledgement on their diploma because of outstanding performance in areas such as dual credit courses and bilingualism and bi-literacy; on Advanced Placement (AP) exams, International Baccalaureate, PSAT, ACT’s Plan, the SAT or ACT exams, or by earning a nationally or internationally-recognized business or industry certification.</td>
</tr>
<tr>
<td>STAAR</td>
<td>State of Texas Assessments of Academic Readiness (STAAR) is the state-mandated test given annually to students in grades 3 – 8 and in five high school courses.</td>
</tr>
</tbody>
</table>
www.jisd.net/pathways

It is the policy of the Judson ISD and its career and technology education program not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de el Distrito Escolar de Judson y el programa educacional de carreras y tecnología de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Titulo VI de la Ley de Derechos Civiles de 1964, según enmienda; el Titulo IX de las Enmindex en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enminda.