LAMAR CISD

2024-2025

SECONDARY COURSE SELECTION CATALOG

HIGH SCHOOL

JUNIOR HIGH SCHOOL

MIDDLE SCHOOL

FOR MOST CURRENT INFORMATION VISIT:
LCISD.org Students & Parents, Handbooks & Policies

Lamar Consolidated Independent School District
3911 Avenue I, Rosenberg, Texas, 77471, 832-223-0000

This publication includes course selections for all Lamar CISD students in grades six through twelve.
This format is designed to show the "big picture" of LCISD's course offerings throughout the secondary grades to students and parents. Effective course planning is no longer a one-year-at-a-time process. Students are encouraged to work with their parents and counselor to develop a six-year plan to ensure that they earn the credits necessary for high school graduation. For your convenience in finding information, a table of contents is provided.
To help you understand exactly what you will need to graduate, your counselor will provide you with special information in addition to this guide. Questions about planning the high school schedule should be referred to the counselor. The State Board of Education may make revisions in the law, which will result in changes to this guide.

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HIGH SCHOOL OVERVIEW

Your High School Years

This guide is designed to help you select courses that you will take in high school. All programs have been developed with the philosophy that excellence in education is equally important for all students. The programs are designed to allow each student, regardless of interest or ability, to pursue a course of study that is appropriate to meet present and future needs.

Your high school education, whether you are preparing for work or college, is influenced by your selection of courses and by the application of your abilities. A major part of your schoolwork consists of fundamentals that you will need all your life. Gaining admission to college or any post-secondary educational institution, including business school, technical institute, or proprietary school is competitive. Although colleges vary greatly in their specific entrance requirements, admission is based on the applicant's rank in class, the types of courses taken, test scores, participation in activities and recommendations from teachers and counselors. To do effective work in college, it is essential that all students have the following competencies: reading, writing, speaking, and listening, mathematics, reasoning, and study skills, as well as skills in interacting with others in teams or groups.

Students who are planning to enter the work force immediately after graduation should realize that today's job market is very competitive. To gain employment and remain employed, all students need academic competencies in reading, writing, speaking, and listening, mathematics, reasoning, and study skills, as well as technical skills, mechanical skills and interacting appropriately with others in the work force.

Please use this catalog as a source of information and as an aid in preparing your school program. Your counselor and college/career facilitator will answer any questions that you may have about a particular area or help you gather information that is not currently available in this guide.

Planning Your Schedule

Students in grades 9–12 in LCISD are provided a comprehensive set of course offerings that cover the essential knowledge and skills mandated by the Texas Education Agency. Courses are offered as Academic/On-Grade Level (not labeled in catalog), Pre-Advanced Placement (PAP), Advanced Placement (AP), Dual Credit (D), Special Education or Local Credit (L).

Academic/On-Grade Level courses are developed from the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. These courses, while being presented at a concrete level, address critical thinking, interact with concept-based subject matter, and develop and improve oral and written communication skills in a variety of formats. Emphasis is placed on developing communication skills for students to be successful in post-high school education or employment training or employment situations. Please see Class Rank/Weighted Grades for specific grade weights.

Pre-Advanced Pathway (PAP) courses are more complex and abstract. The courses emphasize the academic study and performance skills to help prepare or continue the advanced learner to successfully complete the Advanced Placement (AP) classes in that subject area. LCISD students who attended Middle and/or Junior High School in this district will continue the higher-level skill building that they previously experienced in the four core subject areas. Please see Class Rank/Weighted Grades for specific grade weights. PAP courses may require summer reading. See campus website for details.

Pre-Advanced Placement (College Board Pre-AP) Pre-AP Program courses, offered to schools by College Board, provide grade-level appropriate instruction through focused course frameworks, instructional resources, and learning checkpoints. They are designed to support all students across varying levels of abilities through focus. The Program grants educators and their students the space and time for deep engagement with content through close observation and analysis, evidence-based writing, higher-order questioning, and academic conversation. Please see Class Rank/Weighted Grades for specific grade weights. Pre-AP courses may require summer reading. See campus website for details.

Advanced Placement (AP) classes cover the breadth of information, skills, and assignments found in corresponding college courses and meet peer- review standards set by top educators in conjunction with the College Board. AP classes prepare students to take College Board Advanced Placement tests that may make them eligible to receive college credit. Please see Class Rank/Weighted Grades for specific grade weights. AP courses may require summer reading. See campus website for details. **All students enrolled in Advanced Placement are expected to take the AP exams.**

Special Education courses are provided. The essential knowledge and skills for each course are modified by Admissions, Review and Dismissal (ARD) committee action to address the needs of students.

Local Credit (L) courses are developed to meet unique district needs and are approved by the Lamar CISD Board of Trustees. These courses cannot be applied toward the state-mandated number of credit requirements for graduation.

Dual Credit Courses

Dual credit offers LCISD high school students the opportunity to receive credit for both high school and college courses. No high school 1/2 credit will be awarded for full year Dual credit courses without campus committee approval. See the school counselor for course offerings, applications, requirements, fees, and deadlines to enroll in a dual or concurrent course offered through LCISD. Beginning the 2018-2019 school year entering Freshmen who take a Dual Credit course will receive the same grade weight as an AP (Advanced Placement) course. Please see Class Rank/Weighted Grades for specific grade weights.

Post-secondary institutions offering Dual credit to LCISD students are:

- **TSTC**
- **On RAMPS**
  The University of Texas. Students meeting the "college ready" standards of the course after the first semester will have the opportunity to earn both high school and college credit during the spring semester.

Lone Star College

- Lone Star College requires a minimum grade of a 70 as a semester average to remain enrolled in LSC Dual Credit courses.
- If a student earns a 70 or above the Fall semester in a Lone Star College Dual Credit course and earns a grade below a 70 in the Spring semester of that same course LCISD will grade average the two semesters for high school credit ONLY if applicable.
- Grade averaging does NOT apply to the college credit earned through Lone Star College.

Lamar CISD and Lone Star College have entered into an agreement allowing students who meet specified criteria to earn both high school credit and college credit for specific high school courses. Please see your counselor for dual credit eligibility requirements and course availability. **Not all Dual Credit courses are offered at all campuses.**

Note:
Tuition is waived by Lone Star College.
Students are responsible for all required fees.
Students are responsible for purchasing associated college textbooks and/or course materials.

A high school student may earn dual credit toward high school graduation and college credit through successful completion of approved college courses. A student who may take college-only courses will be awarded credit toward graduation only if he/she obtains prior approval from the appropriate district and/or campus personnel.

A student who meets the following criteria is eligible to apply for the opportunity to earn high school credit through college courses:

- Students must have successfully completed pre-requisite courses as identified by district guidelines.
- The student must have acceptable scores on college placement exams or alternative assessments. The Dual Credit Campus Counselors, College & Career Facilitators, and the Director of Advanced Studies will have this information as well as an updated list of dual credit courses.
- The student must have completed a Lone Star College admissions application and received prior approval from a member of the campus dual credit team.
- The student must have received approval for college admission through the exceptional admissions process completing all enrollment paperwork required by the college.
- Specific requirements and procedures are available in the campus Counseling Office or from campus College & Career Facilitator.

Concurrent College Courses

Concurrent College Courses provide credit for college only and do not affect high school credit or GPA in any way. A student will not be allowed to go off campus during the school day for a college course that is offered by LCISD. If a student chooses to take a course off campus that is not offered by LCISD, the student will be allowed off campus only the periods necessary to attend a class.

Credit by Examination

Under specific criteria, a student may take an examination to obtain credit for a course. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (LOCAL), EHDC (LOCAL)].

NCAA Athletics

Students who are interested in participating in an athletic scholarship in a National Collegiate Athletic Association (NCAA) Division I or Division II college must complete a specified core curriculum in addition.

See www.eligibilitycenter.org for more information.

Three-Year Plan
(Early High School Graduation)

Students may choose to complete graduation requirements in less than four years. Students must contact their school counselor and complete the required documentation by the conclusion of their second year in high school to be eligible. In addition, students graduating in three years must complete the 26-credit requirement to include earning an Endorsement.

GRADE WEIGHTS FOR STUDENTS ENTERING HS AFTER TO 2018-2019

For the purposes of college and scholarship applications high schools will calculate GPA using the 4.0 weighted scale below.

All High School Credit Courses:
Weighted 4.0 GPA SCALE

	100-90	**89-80**	**79-70**
AP/Dual	5	4	3
Honors	4.50	3.50	2.50
Academic	4.25	3.25	2.25
Leveled Academic	4	3	2

EXAMPLE		
Course	Grade	Pts
AP Biology	88	4
Dual Physics	88	4
Algebra II PAP	88	3.50
English IV	88	3.25

Total points earned divided by (4) classes = GPA
14.75 divided by (4) = 3.68 GPA

NUMERICAL GRADE WEIGHTS

For the purposes of Class Rank a numerical multiplier will be applied as follows below to calculate a student's GPA. Calculation of students' official class rank is governed by Policy EIC (LOCAL).

AP/Dual	1.3 Multiplier
Honors	1.2 Multiplier
Academic	1.1 Multiplier
Leveled Academic	1.0 Multiplier

Example:

Course	**Grade X Multiplier = Points Earned**
AP Biology	
OR Dual Physics	88 x 1.3 = 114.4
Algebra II PAP	88 x 1.2 = 105.6
English IV	88 x 1.1 = 96.8

Total points earned divided by (3) classes = GPA
316.80 divided by (3) = 105.60 Wgt. Numerical GPA

Weighted numerical GPA will determine class rank.

Scholastic Awards – Policy FG (LOCAL)

Scholastic awards that may be given in the secondary schools include:

Valedictorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this period earning a minimum of 2.5 credits each semester. A student who fails to meet the criteria is not eligible to be valedictorian. The student with the highest weighted numerical average at the end of the fifth six-week period of the spring semester in which he or she is eligible to graduate shall be declared the valedictorian. To be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC (LOCAL) on class ranking] No other consideration shall be given in determining this award except in the case of a tie when students may be declared co-valedictorians.

Salutatorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this period earning a minimum of 2.5 credits each semester. A student who fails to meet the criteria is not eligible to be salutatorian. The student with the second highest weighted numerical average shall be declared the salutatorian. To be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC (LOCAL) on class ranking] No other consideration shall be given in determining this award except in the case of a tie when students may be declared co-salutatorians.

Honor Graduates – The top ten percent of the graduating class, as determined by a weighted numerical average, shall receive an appropriate award denoting their academic excellence and designating them as honor graduates. To be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the fifth six weeks. [See EIC (LOCAL) on class ranking]. In the event of a tie, all students involved in the tie shall be designated as honor graduates.

Six-Year Plan

Students will begin developing their six-year plan in sixth grade. Exploring the 16 Career Clusters, students gain the tools for informed decisions regarding future course selection. A student's course of study may include courses or selections from more than one level.

Classification of Students

A student is classified according to the number of high school credits successfully completed. Student's classification is determined by the number of credits on file at the beginning of each school year. Refer to the following chart to determine classification:

Freshman	0 – 5.0
Sophomore	5.5 – 11.5 & 2nd year in high school
Junior	12.0 – 18.5 & 3rd year in high school
Senior	19 and above

Grading System

Student performance is reported using numerical grades:

A	90 -100
B	80 - 89
C	70-79
F	69 and below
I	Incomplete
#	No credit due to excessive absences

The student will earn .5 credit for a semester course with a semester grade of 70 or above. The student will earn 1 credit for a yearlong class with a yearly average of 70 or above.

Semester Grade Determination

A semester grade consists of three six weeks grades and the semester exam. The three six week's grades average together for 80% of the semester grade and the semester exam counts as 20% of the semester grade.

State Assessment Requirements

State of Texas Assessment of Academic Readiness – End of Course (STAAR – EOC): All students must take and pass the STAAR End of Course (EOC) assessments to graduate from high school. Collectively these tests are designed to place greater emphasis on college and career readiness.

The STAAR – EOCs include:

- English I (Reading and Writing)
- English II (Reading and Writing)
- Algebra I **
- Biology
- U.S. History

**Students who take Algebra I in the 8th grade will be required to take and meet the passing standard for the STAAR End of Course Exam.

Substitute State Assessment

For alternative assessment options to the STAAR-EOC exams please refer to the Substitute Assessment Standards Chart and/or Figure: 19 TAC §101.4002(b).

Please Note: Starting with the 2019-2020 school year, a student may only use a substitute assessment for graduation purposes after taking the subject level End of Course test.

Figure: 19 TAC §101.4002(b)

Substitute Assessments Standards

ACT Substitute Assessments

	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT^* — June 2015 and Before	Mathematics	22			Reading Combined English/Writing	21 18	Reading Combined English/Writing	21 18		
ACT^ — September 2015 and After	Mathematics	22	Science	23	Reading English	22 18	Reading English	22 18		
Aspire 9	Mathematics	428								
Aspire 10	Mathematics	432								
PLAN	Mathematics	19								

^ Satisfactory scores on ACT Reading and English or Reading and Combined English/Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

* To use the ACT, a student must have taken and received a satisfactory score on both sections of the ACT English language arts assessment.

SAT Substitute Assessments

	STAAR Algebra I		*STAAR Biology*		*STAAR English I*		*STAAR English II*		*STAAR U.S. History*	
SubstituteAssessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
PSAT 8/9 or PSAT/NMSQT in 9th Grade — October 2015 and After	Mathematics	450			Evidence-Based Reading and Writing	410				
PSAT 10 or PSAT/NMSQT in 10th Grade — October 2015 and After	Mathematics	480			Evidence-Based Reading and Writing	430				
PSAT/NMSQT in 11th Grade — October 2015 and After	Mathematics	510			Evidence-Based Reading and Writing	460				
PSAT — 2014 and Before	Mathematics	47								
SAT^ — Administered March 2016 and After	Mathematics	530			Evidence-Based Reading and Writing	480	Evidence-Based Reading and Writing	480		
SAT^* — Administered January 2016 and Before	Mathematics	500			Critical Reading Writing	500 500	Critical Reading Writing	500 500		
SAT SubjectTests	Math Level 1 or Level 2	600	Biology-E or Biology-M	500					U.S. History	500

^ Satisfactory scores on SAT Evidence-Based Reading and Writing or Critical Reading and Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, butnot both.

* To use the SAT administered in January 2016 or earlier, a student must have taken and received a satisfactory score on both the SAT Critical Reading and Writing assessment

AP, IB, and TSI Substitute Assessments

	STAAR Algebra I		*STAAR Biology*		*STAAR English I*		*STAAR English II*		*STAAR U.S. History*	
SubstituteAssessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
TSIA — **January 10, 2021** and Before	Mathematics	350			Reading	351	Reading	351		
					Objective Writing/Sentence Skills	340	Objective Writing/Sentence Skills	340		
					Writing	4	Writing	4		
TSIA2 — January 11, 2021 and After	Mathematics	950			English Language Arts	945	English Language Arts	945		
					Essay	5	Essay	5		

* The set passing score for the IB substitute assessments applies to both Standard Level and Higher-Level examinations.

** The TSIA and TSIA2 English language arts assessments are the only substitute assessments that may be used to simultaneously fulfill two EOC requirements. Satisfactory scores on the TSIA (Reading, Objective Writing/Sentence Skills, and Writing) or TSIA2 (English Language Arts and Essay) may be used in place of both the STAAR English I EOC and the STAAR English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, a satisfactory score on an approved substitute assessment may be used in place of only one specific STAAR EOC assessment.

ENDORSEMENTS CAREER PATHS

STEM

- Cybersecurity
- Mathematics
- Science
- Engineering
- Programming and Software Development
- Combination

MULTIDISCIPLINARY STUDIES

- Advanced Courses
- All Foundation subject areas
- Advanced Placement and Dual Credit

BUSINESS & INDUSTRY

- English - 4 English electives credits including 3 levels in one of the following: Advanced Broadcast Journalism, Advanced Journalism Newspaper, Advanced Yearbookor Debate
- Agriculture, Food & Natural Resources: Animal Science
- Agriculture, Food & Natural Resources: Applied Agricultural Engineering
- Agriculture, Food & Natural Resources: Plant Science
- Architecture & Construction: Carpentry
- Architecture & Construction: HVAC
- Design and Multimedia
- Digital Communications
- Business Marketing & Finance: Business Management
- Business Marketing & Finance: Marketing & Sales
- Hospitality & Tourism: Culinary Arts
- Manufacturing: Welding
- Transportation, Distribution & Logistics: Automotive Technology
- Transportation, Distribution & Logistics: Diesel Equipment Technology
- Combination

PUBLIC SERVICE

- Education and Training: Teaching & Training
- Air Force Junior ROTC
- Health Science: Diagnostics
- Health Science: Therapeutics
- Law & Public Service: Law Enforcement

ARTS & HUMANITIES

- 4 Credits in the SAME Language
- 2 Credits in 2 Different Language Sequences
- 4 Credits in the SAME Fine Art Subject Area Sequence
- 4 Credits in 1 or 2 Subject Areas in Fine Arts Sequence
- 5 Credits in Social Studies
- English - 1 advanced English credit plus 3 additional English credits

HIGH SCHOOL GRADUATION REQUIREMENTS

Foundation High School Plan	
English Language Arts	Four Credits: • English I, II, III English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • Additional English credit from: o English IV o Creative Writing o Humanities o Literary Genres o Research & Technical Writing o College Preparatory English (College Bridge) o Oral Interpretation III o Debate III o Independent Study in Speech o Independent Study in Journalism o Advanced Broadcast Journalism III o Advanced Journalism: Newspaper III o Advanced Journalism: Yearbook III o AP English Literature & Composition o Communication Applications
Math	Three Credits • Algebra • Geometry • Additional Mathematics credit from: o Mathematical Models with Applications o Algebra II o Precalculus o Advanced Quantitative Reasoning o Independent Study in Math o AP Statistics o AP Calculus AB o AP Calculus BC o AP Computer Science A

Science	**Three Credits**
	• Biology
	• One Additional Science credit from:
	  o Integrated Physics and Chemistry (IPC)
	  o Chemistry
	  o AP Chemistry
	  o Physics
	  o AP Physics-C
	  o AP Physics I
	• Additional Science Credit
	  o Chemistry
	  o Physics
	  o Aquatic Science
	  o Astronomy
	  o Earth Systems Science
	  o Environmental Systems
	  o AP Biology
	  o AP Chemistry
	  o AP Physics C
	  o AP Physics I
	  o AP Physics II
	  o AP Environmental Science
	  o Advanced Animal Science
	  o Anatomy and Physiology
	  o Medical Microbiology
	  o Food Science
	  o Forensic Science
	  o Scientific Research and Design
	  o Engineering Design & Problem Solving
	  o Engineering Science

Social Studies	**Three Credits** • World Geography or World History • US History • US Government (1/2 credit) • Economics or Personal Financial Literacy & Economics (1/2 credit)
Physical Education	**One Credit**
L.O.T.E.	**Two Credits** (In the same language)
Fine Arts	**One Credit**
Electives	**Five Credits**
Total	**22 credits**

FOUNDATION HIGH SCHOOL PLAN + ENDORSEMENT

Requires Foundation High School Program Plan plus 4 additional credits.
(One additional math including Algebra II, one additional science, and two additional electives)
Total 26 credits.

- Additional **math credit** selected from:
  - Algebra II (required if not taken previously)
  - Precalculus
  - Advanced Quantitative Reasoning
  - Independent Study in Math
  - AP Statistics
  - AP Calculus AB
  - AP Calculus BC
  - AP Computer Science A
  - College Preparatory Math (College Bridge)
- Additional science **credit** selected from:
  - Chemistry
  - Physics
  - Aquatic Science
  - Astronomy
  - Earth Systems Science
  - Environmental Systems
  - Medical Microbiology
  - Food Science
  - Forensic Science
  - Scientific Research and Design
  - Engineering Design and Problem Solving
  - Engineering Science
  - AP Biology
  - AP Chemistry
  - AP Physics C
  - AP Physics I
  - AP Physics II
  - AP Environmental Science
  - Advanced Animal Science
  - Anatomy and Physiology
- Two additional **elective credits**

Distinguished Level of Achievement Plan

In LCISD this plan has the same requirements as the Foundation High School Plan Plus Endorsement.

A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Performance Acknowledgments

1) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:
   a) At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, including locally articulated courses, with a grade equivalent of 3.0 or higher on a scale of 4.0; or
   b) An associate degree while in high school.
2) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows:
   a) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
      1) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
      2) satisfying one of the following:
         a. completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
         b. demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
         c. completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
         d. demonstrated proficiency in one or more languages other than English through one of the following methods:
            - a score of 3 or higher on a College Board Advanced Placement
            - examination for a language other than English; or
            - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
   b) In addition to meeting the requirements of paragraph (a) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
      1) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
      2) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
3) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning a score of 3 or above on a College Board Advanced Placement examination.
4) Student may earn a performance acknowledgment on the student's transcript for outstanding performance on the PSAT®, the ACT Aspire™, the SAT®, or the ACT® by:
   a) Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
   b) Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination; or
   c) Earning scores of at least 1310 SAT® or earning a composite score on the ACT® examination of 28 (excluding the writing sub score).
5) A student may earn a performance acknowledgment on the student's transcript for earning a nationally or internationally recognized business or industry certification or license as follows:
   a) A student may earn a performance acknowledgment with:
      1) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
      2) performance on an examination sufficient to obtain a government-required credential to practice a profession.
   b) Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
      1) A national or international business, industry, or professional organization; or
      2) A state agency or other government entity; or
      3) A state-based industry association.
   c) Certifications or licensures for performance acknowledgements shall:
      1) Be age appropriate for high school students.
      2) Represent a student's substantial course of study and/or end-of-program knowledge and skills.
      3) Include an industry recognized examination or series of examinations, a recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience.
      4) Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

KNOW ABOUT CAREERS

In planning your high school program, you will need to consider courses that seem interesting to you and support your future career choices. You will need to know about education required for careers that are of interest to you. Lamar CISD is committed to providing all students with the foundation to be successful in any career choice. With the rapid changes in information and technology, many of the careers our students will be employed in have not yet been developed. Select your courses wisely to help prepare yourself for the challenges of 21st century jobs.

TRANSITIONING TO HIGH SCHOOL & CAREER PLANNING

Planning for high school course selection will be an important step for students. You will be meeting new students, teachers, principals, and other faculty members. Most likely, you will have to learn about the rules of a new school, find your way around a larger building, and have more independence and more choices for activities. You will find that you will be expected to take more responsibility for your decisions, schoolwork, and actions.

An important part of your responsibilities in high school will be to choose and take courses that prepare you for post-secondary educational opportunities and/or career choices. Remember, your high school program and your success in it will affect what you may do after you graduate.

THINK ABOUT YOUR FUTURE

Perhaps you have already begun to think about what to do after high school. You may be considering going to college or attending another type of school or training/technical school. You may be considering preparation for a job or military service. You have many opportunities to consider; not everyone is at the same point in their decision-making process.

MANY CAREERS REQUIRE EDUCATION AFTER HIGH SCHOOL

You do not have to make a final decision now about your plans after high school. You are still growing and changing. You may need time to explore many possibilities before deciding what you will do. You will, however, must choose a high school program of studies. In choosing your program, it is important to remember that many careers require a college education or further technical training after high school.

WHO CAN HELP YOU CHOOSE YOUR PROGRAM OF STUDIES?

Your parents may be your best advisers in choosing a high school program of studies. They understand your personality and abilities. They know your interests, likes, dislikes and strengths. They can also share things they have learned from their own education and work, which can help you in making decisions. After you and your parents have read this Course Planning Guide, discuss with them your thoughts and concerns about high school and your future.

Your school counselor and College & Career Facilitator can assist you to better understand your goals, high school programs and careers. You are encouraged to utilize the college, career, and military planning tools available beginning in 6th grade. In 6th grade LCISD students will begin to use the SchooLinks platform and participate in college and career exploration activities and interest inventories in preparation for choosing your junior high and high school plan of study. These resources are web- based and available for both students and guardians. In junior high you will work with your counselor, utilizing the SchooLinks program, as well, to help determine what Endorsement is the best fit and mapping out your 6 Year Plan. In high school you meet with your Counselor and College & Career Facilitator every year to continue career exploration, assistance with applying to colleges or technical schools, volunteer hour recording, transcript requests, scholarships, financial aid, or the next planning steps for post-secondary endeavors.

SCHEDULE CHANGES

You may obtain ideas from your teachers, relatives, and friends. There may be some careers that seem interesting to you; if there are, talk with people in those careers to get information for planning your program of study.

Students select courses in the spring to prepare for the next school year by utilizing the information learned in the course selection process and after discussions with counselors, teachers, and parents. Careful and thoughtful decisions must be made during this process. Verification of schedules is provided to students in the spring so each student can confirm that the correct choices are in the database.

Master schedules and staffing are based on student requests; therefore, few schedule changes are approved once course selections are confirmed. Students who receive special permission to change a class schedule are subject to limitations. If a student moves from one level to another level, the actual grade earned in the previous class transfers to the new class, regardless of the level. The student assumes responsibility for all requirements in the course entered. Schedule change requests will be considered during the first 4 days of each semester for the following reasons only:

A. Student is a senior not scheduled in a course needed for graduation.
B. Student has already earned credit for a course in which he/she is currently scheduled.
C. Student does not have prerequisite(s) for a class on his/her schedule.
D. Student has previously failed a course with the same teacher.
E. Student has been dismissed from a program where approval must be granted for placement.
F. Student does not have a complete schedule.
G. Data error (no lunch, class listed twice, free period, etc.)

Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering. Should a student request a course that is not available, a change to the most appropriate course may be necessary to meet graduation requirements.

High School Courses taken in Junior High:

A student may drop a HS credit course in JH up through the first progress report of the semester, and **all course requests must be submitted and completed by the end of the 4th week of school each semester**. If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a non-HS credit course as a replacement.

Advanced 3rd and 4th year Math and Science Course Changes:

Course change requests must be made by the end of the 2nd week of the first six-weeks.

Dual Credit Drop information:

A student must meet with their High School dual credit counselor to complete a course drop or swap. To completely drop/withdraw from a dual credit course, the student must bring a signed Dual Credit Course Drop Form to their High School dual credit counselor. The Dual Credit Counselor will then submit the drop form, on behalf of the student, to Lone Star College. After the LSC official day of record (see Dual Credit Counselor for yearly dates and information), a student will receive a "W" (withdraw) on their college transcript. All drops made during the first 15 calendar days of the semester will be at 70% refund. Drops made the 16th-20th calendar days will be at 25%. No refund after the 20th calendar day.

Course Level Changes:

To be considered for a level change from a PAP, AP, Dual Credit or OnRamps course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, completed available re-assessment, conferenced with his/her teacher, and recognized that Dual/AP courses have a 1.3 multiplier, PAP courses have a 1.2 multiplier, and academic courses have a 1.1 multiplier. A parent conference with the teacher is recommended before a level change. Course level changes will be considered at the end of the 3rd week (PR1) and at the end of the

1st six weeks (SW1) and at the end of the 1st semester with a completed campus drop form. Level changes for semester only courses will be considered at the end of the 3rd week (PR1 or PR4) and at the end of the 1st six weeks (SW1 or SW4). See campus counselor for course change form for specific and additional information.

Advanced Courses without a Lower-Level Equivalent:
Student course requests to "drop" an advanced class that does not have a lower-level equivalent, must be submitted within the first 10 (ten) school days of the semester. See campus drop form for specific and additional information.

UIL- A student **may not** drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without it being considered a failing grade for eligibility purposes. Dropping a non- exempted No Pass, No Play class with a grade lower than 70 at the end of a grading period causes a student to lose eligibility until seven calendar days after the end of the third school week evaluation period. Dropping a non-exempted No Pass, No Play class after the fourth week into the course with a grade lower than 70 causes the student to lose eligibility at the end of the grading period for the next three school week evaluation period. Dropping a class which is exempted for No Pass No Play does not cause loss of eligibility at any time unless full-time status is affected. No course level changes are made during the last 10 school days of each six-weeks.

* **These Advanced academics courses do not have an on-level/academic alternative course.**

** **These Advanced Academics courses have a 1.2 multiplier the 1st semester and a 1.3 multiplier the 2nd semester.**

*** **Not included in HS GPA. Note: not all courses are offered at every campus (see campus counselors for campus specific offerings).**

ENGLISH

***138 English 7– PAP GT
***148 English 8 – PAP GT
1573 English I – PAP
1673 English II – PAP
1793 English III – AP
1893 English IV – AP

MATHEMATICS

***238A Math 7 – PAP GT
***238B Math 7 – PAP GT
254 Algebra I – PAP (8th)
***249 Math 8 – Pre-AP GT
2540 Algebra I – Pre-AP
2673 Geometry – PAP
2773 Algebra II – PAP
2873 Pre-Calculus – PAP
*2893 Calculus AB – AP
*2993 Calculus BC – AP
*2093 Statistics – AP

SOCIAL STUDIES

***437 Social Studies 7– PAP GT
***447 Social Studies 8 – PAP GT
4573 World Geography – PAP
4593 Human Geography – AP
4673 World History- PAP
4693 World History – AP
4793 United States History – AP
4890 United States Government – AP
4090 Economics – AP
4970 Psychology PAP
4990 Psychology – AP
*4993 European History – AP

SCIENCE

***337 Science 7 – PAP GT
***347 Science 8 – PAP GT
3573 Biology – PAP
3673 Chemistry – PAP
*3593 Biology II – AP
*3693 Chemistry II – AP
*3893 Environmental Science – AP
*3794 Physics C – AP
*3796 Physics C: Electricity & Magnetism – AP
3791 Physics I – AP
*3792 Physics II – AP

LOTE

574 Spanish – Spanish Speakers III – PAP (8)
505 Spanish – Spanish III – PAP (8)
*5093 Spanish V (Literature) – AP
5573 Spanish III – PAP
*5593 Spanish IV (Language) and IV (Literature) – AP
*5673 Span. For Span. Speakers III – PAP
5773 French III – PAP
*5793 French IV (Language) – AP
*5973 Chinese III – PAP
*5993 Chinese IV – AP
*5874W Advanced American Language IV

ADDITIONAL AP COURSES

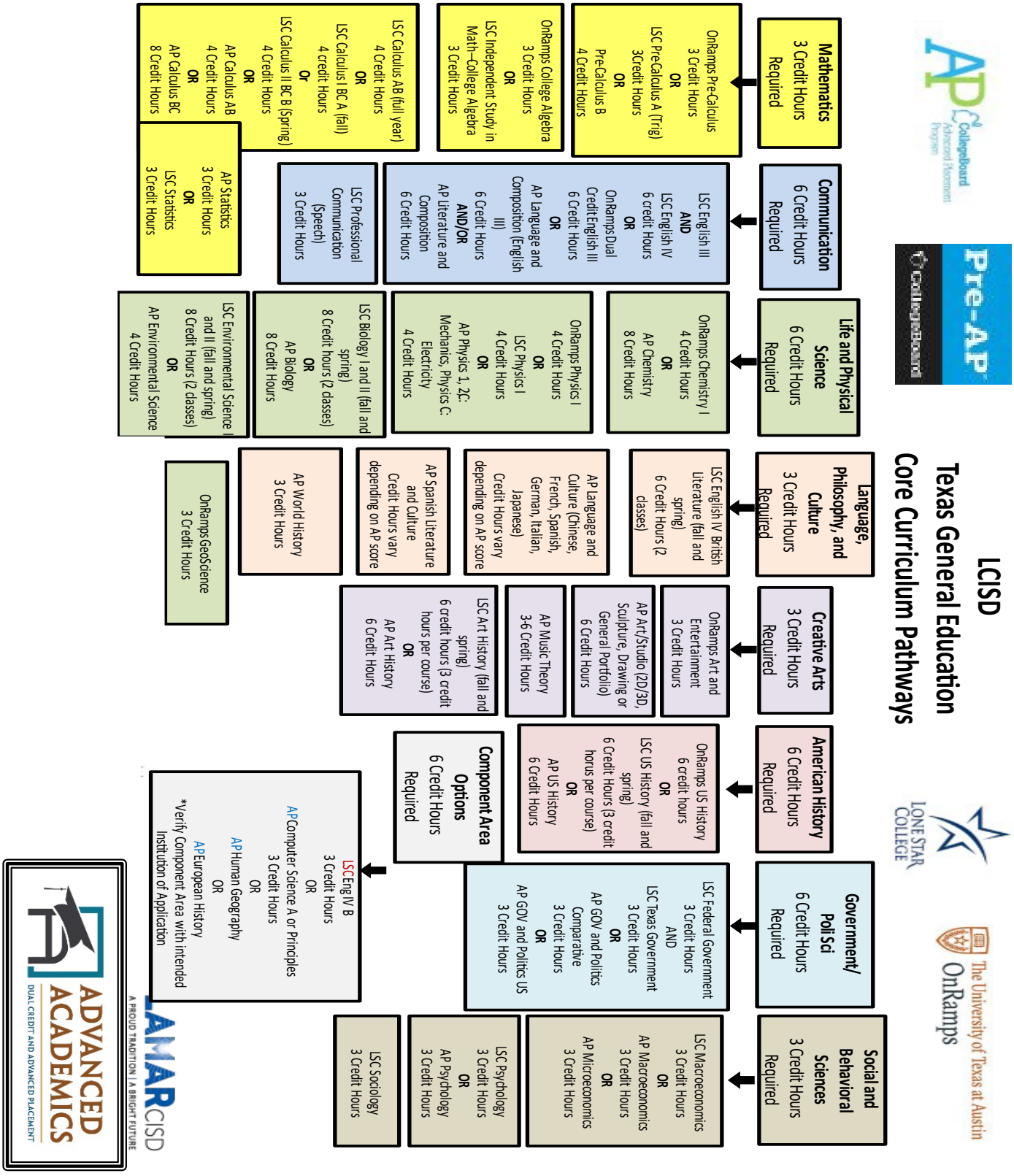
*7583 Art IV Portfolio – AP
*7584 Art History – AP
*7093 Music Theory – AP
*5803 Seminar – AP
*5804 Research – AP
*2592 Computer Science Principles – AP
*2593 & 5007 Computer Science A – AP

DUAL CREDIT/ DUAL ENROLLMENT

1783WD/1783XD English III – Dual
1784/1784WD OnRamps English III – Dual
1883WD/1883XD English IV – Dual
1983WD/1983XD English IV British Lit – Dual
7300YD Communication Applications
2883WD/2883XD Pre-Calculus – Dual
**2884 OnRamps Pre-Calculus – Dual
*2546WD Independent Study Math (College Algebra) – Dual
*2547/2547D OnRamps College Alg. – Dual
*2095XD Statistics - Dual
*2083WD Independent Study (Calculus) – Dual
*2084WD/2084XD Independent Study (Calculus I/II) – Dual
*4871YD Texas Government – Dual
4783XD/4783WD United States History – Dual
4784WD/4784XD OnRamps United States History – Dual
4846YD US Government – Dual
4080YD Economics – Dual
4920YD Sociology - Dual
4980YD Psychology – Dual
*3583WD/3583XD Biology – Dual
*3584/3584XD OnRamps Biology – Dual
*3683WD Chemistry I – Dual
*3684/3684XD OnRamps Chemistry I – Dual
*3694/3694XD OnRamps Chemistry II – Dual
*3873WD/3873XD Environmental Science – Dual
3785WD Physics I/II – Dual
**3784/3784XD OnRamps Physics – Dual
**3938/3938XD OnRamps Geo-Science – Dual
*7586XD/7586WD Art History – Dual
7083D Music I (Music Appreciation) – Dual
7603D Theatre Arts I (Theatre Appreciation) – Dual

College Credit Courses in LCISD High Schools

***Note: not all courses are offered at every campus (see campus counselors for campus specific offerings)**



Dual Credit Lone Star College-CyFair and LCISD

Subject to change per the Lone Star College and the THECB policies

2024-2025 Approved Courses

College Course	Credit Hours	ContactHours	High School Credit Course Takenon High School Campus	Course Grade Level	High School Credit
COMMUNICATION			**6 hours (2 classes)**		
ENGL 1301 (Comp and Rhet. 1)	3	48	English III A (fall) 17883WD	11	0.5
ENGL 1301 (Comp and Rhet. 1)	3	48	English IV A (fall) 1883XD	12	0.5
SPCH 1311 (Introduction to Communication)	3	48	Communication Applications 7300YD	11-12	0.5
MATHEMATICS			**3 hours (1 class)**		
MATH 1314 (College Algebra)	3	48	Independent Study in Math (CollegeAlgebra) (full year) 2546WD	11-12	1
MATH 1342 (Statistics)	3	48	AP Statistics (full year) 2095WD	11-12	1
MATH 1316 (Trigonometry)	3	48	Pre-Calculus A (fall)2883WD	11-12	0.5
MATH 2412 (Pre-Calculus)	4	80	Pre-Calculus B (spring) 2883XD	11-12	0.5
MATH 2413 (Calculus I)	4	80	AP Calculus AB (full year) 2083WD	11-12	1
MATH 2413 (Calculus I)	4	80	AP Calculus BC A (fall) 2084WD	11-12	0.5
MATH 2414 (Calculus II)	4	80	AP Calculus BC B (spring) 2084XD	11-12	0.5
LIFE & PHYSICAL SCIENCES			**8 hours (2 classes)**		
BIOL 1406 (Biology I)	4	96	AP Biology II (fall) 3583 WD	11-12	0.5
BIOL 1407 (Biology II)	4	96	AP Biology II (spring) 3583XD	11-12	0.5
ENVR 1401 (Environmental Science I)	4	96	AP Environmental Science (fall)3873WD	11-12	0.5
ENVR 1402 (Environmental Science II)	4	96	AP Environmental Science (spring) 3873XD	11-12	0.5
PHYS 1401 (General Physics I)	4	96	AP Physics I (full year) 3785WD	11-12	1
CREATIVE ARTS			**3 hours (1 class)**		
ARTS 1303 (Art History: Prehistoric to Gothic)	3	48	AP Art History 7586WD	9-12	0.5
ARTS 1304 (Art History: Renaissance to Modern)	3	48	AP Art History 7586XD	9-12	0.5
MUSI 1306 (Music Appreciation)	3	48	Music Appreciation 7083D	9-12	0.5
DRAM 1310 (Theatre Appreciation)	3	48	Theatre Appreciation 7603D	9-12	0.5
LANGUAGE, PHILOSOPY, & CULTURE			**3 hours (1 class)**		
ENGL 2322 (Survey of British Literature)	3	48	AP English IV (fall) 1983WD	12	0.5
ENGL 2323 (Survey of BritishLiterature)	3	48	AP English IV (spring) 1983XD	12	0.5
HISTORY			**6 hours (2 classes)**		
HIST 1301 (US History)	3	48	AP United States History A (fall) 4783WD	11	0.5
HIST 1302 (US History)	3	48	AP United States History B (spring) 4783XD	11	0.5
GOVERNMENT			**6 hours (2 classes)**		
GOVT 2305 (Federal Government)	3	48	AP Government (fall or spring) 4846YD	12	0.5
GOVT 2306 (Texas Government)	3	48	Special Topics in Social Studies(SPTSS) (fall or spring)	12	0.5
SOCIAL/BEHAVIORAL SCIENCES			**3 hours (1 class)**		
ECON 2301 (Macroeconomics)	3	48	AP Macroeconomics (fall or spring) 4080YD	12	0.5
PSYC 2301 (Psychology)	3	48	AP Psychology (fall or spring) 4980YD	11-12	0.5
SOCI 1301 (Principles of Sociology)	3	48	Sociology (fall or spring) 4920YD	11-12	0.5
COMPONENT AREA OPTION			**4 hours (2 classes)**		
ENGL 1302 (Comp and Rhet. 2)	3	48	English III B (spring) 1783WD	11	0.5
ENGL 1302 (Comp and Rhet. 2)	3	48	English IV B (spring) 1883XD	12	0.5

Note: The State of Texas has made Dual Credit available to all grade levels. Students must continue to meet high school and college prerequisites to access Dual Credit courses.

***Not all courses are offered at all campuses and courses are subject to change, per credentialing and offering requirements.**

Lamar CISD and Lone Star College have entered into an agreement allowing students who meet specified criteria to earn both high school credit and college credit for specific high school courses. Please see your counselor for dual credit eligibility requirements and course availability.

Note:

- Tuition is waived by Lone Star College and students are responsible for required fees.
- Students taking dual credit courses must purchase or rent the associated college textbook(s)
- The student must have successfully completed prerequisite courses as identified by district guidelines.
- The student must have acceptable scores on college placement exams or alternative assessments. The Director of CCMR, campus dual credit counselors, and College & Career Facilitators will have this information as well as an updated list of dual credit courses.
- The student must have completed a Lone Star College admissions application and received prior approval from a member of the campus dual credit team.
- The student must have received approval for college admission through the exceptional admissions process completing all enrollment paperwork required by the college.

Specific requirements and procedures are available in the campus Dual Credit Counselor office or the College & Career Center.

Some Dual Credit Courses are only offered online, utilizing a Learning Support Personnel as the high school instructor, and the college content is delivered by an adjunct professor through an online platform [D2L]. Summer Dual Credit Courses are taken directly through the college center and the college letter grade will be converted to a percentage-grade, for the high school gradebook, utilizing the college conversion chart (see DC Handbook for additional information).

Dual Enrollment
UT OnRamps and LCISD

(Subject to change per UT)

OUR COURSES

LCISD currently offers 10 of the 16 dual enrollment courses in Science, Math, Technology, Art, English Language Arts (Rhetoric), and History. Students are enrolled in both a high school course and a college course, held on the high school campus, and have the potential to earn both high school and college credit. In each course your student will learn to communicate, work in teams, and manage their time.

- **Biology I**
- **Chemistry I**
- **Chemistry II**
- **College Algebra**
- **Discovery Pre-Calculus**
- **Geo-Science**
- **Physics**
- **Rhetoric**
- **US History**

OnRamps courses are weighted 1.2 for the fall semester and 1.3 for the spring semester (except: US History and Rhetoric are 1.3 for each semester)

HOW ONRAMPS WORKS

College Credit Eligibility

OnRamps students receive separate grades for the high school and college courses. To be eligible for college credit, students must meet the minimum requirements of the university's grading system indicated on each course syllabus.

College Credit Decision

Students can accept or decline college credit. Accepted credits (which must meet minimum requirements) will be officially recorded on a university transcript and may transfer to any public colleges or universities in Texas. *

Students who decline credit will not have a university transcript, and the declined credits will not impact a student who is seeking assistance through federal financial aid.

Student Eligibility

All students are welcome to register for an OnRamps course after they have finished the required high school courses. Check with your high school about the requirements for each OnRamps course. OnRamps students are not asked to complete any college applications or tests to enroll.

Student Role

Students who choose to take an OnRamps course must follow the same rules as college students. They must also understand that OnRamps courses may include mature, college-level content.

Credit policies are unique to each higher education institution; research is recommended before making a credit decision.

****Average tuition and textbook cost for one college course at a Texas public four-year higher education institution.*

Texas College Bridge Math & English

Texas College Bridge provides an online, self-paced curriculum that can be used to meet Texas TSI standards. With Texas College Bridge, high school juniors and seniors can take online college preparatory courses, strengthening their English and/or Math skills, depending on need, prior to enrolling in college and setting them on a path to postsecondary success. Texas College Bridge is personalized, self-paced and teacher facilitated—allowing students to focus on skills they need and skip those skills they have already mastered, with teacher support along the way. Students receive additional support and resources to help them complete college transition milestones. Plus, they can earn a TSI exemption at more than 80 partnering Institutions of Higher Education. *This option may not be available on all LCISD high school campuses.

Dual Credit (DC) – Advanced Placement (AP) – OnRamps: What are the Differences?

College/ University	Dual Credit	AP – Advanced Placement	OnRamps
Description	Dual Credit is a system in which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and high school. Lamar CISD has a partnership with Lone Star College (LSC).	The Advanced Placement (AP) classes cover the breadth of information, skills, and assignments found in corresponding college courses and meet peer-review standards set by top educators in conjunction with College Board (CB). AP classes prepare students to take College Board AP tests that may make them eligible to receive college credit.	OnRamps is a dual enrollment system led by the University of Texas at Austin. The program is dedicated to preparing high school students for postsecondary student success. Students may potentially earn college credit while in high school.
Enrollment Requirements	1. Be enrolled in a high school/ISD with an agreement with Lone Star College. 2. Obtain approval from the high school designee and parent/guardian for dual credit enrollment. 3. Complete college admissions requirements for exceptional admissions into the dual credit program; and 4. Meet minimum college readiness test scores in reading, writing, math and/or prerequisites for the course(s) you want to take for dual credit. 5. Complete each college course attempted with a grade of C or better to continue in the dual credit. program.	1. Open enrollment for all students. 2. Pre-requisite course(s) required in some cases.	1. Open to students who wish to experience a college level course. 2. Students must earn a grade that would be equivalent to UT Austin credit or better during Fall semester [for year-long courses] to be eligible to be dually enrolled in the university course offered during Spring semester.

College/ University	Dual Credit	AP – Advanced Placement	OnRamps
How Grade/ Score is Assigned	Dual Credit Courses have 2 different gradebook records. 1. The College Gradebook: College course taught, and grade awarded by college faculty. 2. Lamar CISD Gradebook: LCISD teacher awards grade for high school course requirements Note: The instructor in 1 & 2 above maybe the same individual	1. College credit by a single, national exam taken in May; students may register for exam. 2. Exams are scored by CB from 1 to 5 3. Class grade has no bearing on exam score. 4. See Lamar CISD course catalog for weighted high school credit	1. UT Professor awards students grade for the college course 2. Lamar CISD teacher awards students grade for the high school course 3. See Lamar CISD course catalog for weighted high school credit
Cost	Note: LSC sets fee and is subject to change (@ $40/credit hour)	$102 per exam or $30 F/R lunch students for 2023-24 school year; $152 for capstone courses (Seminar and Research); cost subject to change by CB; no cost for AP class	$149 per student/per course
College Use	1. To begin college courses leading to a certificate, associate degree, or bachelor's degree 2. To complete core curriculum requirements set by the Texas Higher Education Coordinating Board and requirements vary by institution	1. To meet core requirements and electives 2. Core curriculum set by the Texas Higher Education Coordinating Board and requirements vary by institution	1. To meet core requirements and electives 2. Core curriculum set by the Texas Higher Education Coordinating Board and requirements vary by institution
Transferability	1. Courses guaranteed to transfer to any public institution in Texas. 2. Many private and out of state institutions both in and out of Texas accept but please check as requirements may change from year to year. 3. See individual college/university for their policy.	1. Accepted by most public and private institutions. 2. See individual college/university for their policy.	1. Courses guaranteed to transfer to any public institution in Texas. 2. See individual college/university for their policy.

College/Univ.	Dual Credit	AP – Advanced Placement	OnRamps
Transferability	1. Courses guaranteed to transfer to any public institution in Texas. 2. Many private and out of state institutions both in and out of Texas accept but please check as requirements may change from year to year. 3. See individual college/university for their policy.	1. Accepted by most public and private institutions. 2. Accepted by most public and private institutions. 3. See individual college/university for their policy.	1. Courses guaranteed to transfer to any public institution in Texas. 2. Courses guaranteed to transfer to any public institution in Texas. 3. See individual college/university for their policy.
Textbooks	Some textbooks not provided by the campus are the responsibility of the Dual Credit student.	Textbooks are provided by the campus.	Materials are provided by the campus and/or OnRamps.
Location	All Lamar CISD campuses	All Lamar CISD campuses	See individual campuses for OnRamps offerings.

As stated in Board Policy-

- EHDD — Alternative Methods for Earning Credit: College Course Work/Dual Credit
- EHDE — Alternative Methods for Earning Credit: Distance Learning

Guidelines for DC Online:

- Texas Tech University (TTU), University of Texas (UT), and Texas Virtual School Network (TxVSN) are the only LCISD approved vendors.

Limitation:

- Students may not take an out of district/online course which requires a State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOG) exam. EOG courses include Algebra I, Biology, English I, English II, and U.S. History.
- A student may earn a maximum of two (2) high school credits through out of district/online/distance learning for original credit. This limitation also does not apply for courses taken for credit recovery.
- A student may be enrolled in only one out of district/online/distance learning course at a time unless there are extenuating circumstances approved by the campus principal and/or designee.
- Students may request approval for out of district/online/distance learning courses after completion of the eighth grade.
- All pre-requisites and grade level requirements apply.

Deadlines:

- High school seniors must complete courses taken through an out of district/online provider and submit the grade report(s) by the end of the fall semester of the year in which graduation is sought. If a
- course required for graduation has not been completed by the first day upon return from winter break, the student shall automatically be enrolled in the course on campus.
- Students will be required to complete out of district/online/distance learning courses (course work and
- final exam) within deadlines set by the vendor.
- Students will be given credit for courses taken through an out of district/online provider after a copy of the official grade report is submitted by the provider to the principal or designee.

Other Requirements:

- Final exams for out of district/online/distance learning courses are required to be taken on district premises in the presence of a district administrator or designee.
- Courses taken through an out of district/online provider will be included in calculating students' grade point averages (GPA) in accordance with LCISD grading and reporting guidelines. Courses will be awarded grade points consistent with the grade points specified for the course as offered in the District.
- Additional registration information will be required when enrolling in an online course through the Texas Virtual School Network (TxVSN), UT and/or TTU.
- All supplies, materials, textbooks, fees, and transportation costs are the responsibility of the student/parent.
- All courses taken via an out of district/online provider may impact UIL Eligibility in accordance with LCISD rules and regulations and will be reported to the campus each marking period.

Student Athletes:

- Not all online courses are NCAA approved; please check with campus counselor to ensure the online course is NCAA approved.

ENGLISH/LANGUAGE ARTS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
English for Speakers of Other Languages (ESOL) I	**1553**	**LPAC Approval**	**Grade Level Recommendation: LPAC Approval** **Credit: 1** This course focuses on fundamental English language skills to build a strong literacy foundation. Students develop language proficiency in listening, speaking, reading, writing in conjunction with foundational literacy skills such as comprehension, response to text, understanding genres, analyzing author's purpose and craft, written composition, and inquiry/research. Students develop academic oracy, authentic reading, and authentic writing. Instruction in such skills is accommodated to meet the varying English language acquisition needs of students through the implementation of the grade level TEKS/ELPS and utilization of Content-Based Language Instruction. This course may substitute for English I credit for identified EB students.
English for Speakers of Other Languages (ESOL) II	**1653**	**LPAC Approval**	**Grade Level Recommendation: LPAC Approval** **Credit: 1** This course focuses on fundamental English language skills to build a strong literacy foundation. Students develop language proficiency in listening, speaking, reading, writing in conjunction with foundational literacy skills such as comprehension, response to text, understanding genres, analyzing author's purpose and craft, written composition, and inquiry/research. Students develop academic oracy, authentic reading, and authentic writing. Instruction in such skills is accommodated to meet the varying English language acquisition needs of students through the implementation of the grade level TEKS/ELPS and utilization of Content-Based Language Instruction. ESOL II builds on the language development and foundational skills of students coming from ESOL I. This course may substitute for English II credit for identified EB students.
Strategic Reading and Writing I (ESOL)	**1053**	**LPAC Approval**	**Grade Level Recommendation: LPAC Approval** **Credit: 1** This course is intended to offer EB students instruction in comprehension strategies, word recognition, vocabulary development, and fluency. Students are given the opportunity to read critically, support inferences, evaluate resources, respond to text in writing, and do research in a variety of genres. Writer's workshop works in conjunction with reader's workshop to advance the linguistic and academic progression of EBs. Reading strategies are applied to instructional-level and independent-level texts that cross the content areas. Students learn how various texts are organized and how authors choose language for effect. Content-Based Language Instruction is applied to address the varying linguistic levels of Emergent Bilinguals.

Strategic Reading and Writing II (ESOL)	**1853**	**LPAC Approval**	**Grade Level Recommendation: LPAC Approval** **Credit: 1** This course is intended to offer EB students instruction in comprehension strategies, word recognition, vocabulary development, and fluency. Students are given the opportunity to read critically, support inferences, evaluate resources, respond to text in writing, and do research in a variety of genres. Writer's workshop works in conjunction with reader's workshop to advance the linguistic and academic progression of EBs. Reading strategies are applied to instructional-level and independent-level texts that cross the content areas. Students learn how various texts are organized and how authors choose language for effect. Content-Based Language Instruction is applied to address the varying linguistic levels of Emergent Bilinguals.
English I	**1543**	**None**	**Grade Level Recommendation: 9** **Credit: 1** Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex.
English I PAP	**1573**	**None**	**Grade Level Recommendation: 9** **Credit: 1** Students will increase and enhance their ability to explain and analyze a wide variety of genres while engaging in a high level of learning in both assigned and self-selected text. Opportunities to develop skills needed for future high school courses and post high school college or career readiness are given as students analyze the author's purpose, audience, and message in texts, and engage in activities intended to encourage evaluation of texts on a deeper level. Students in this course will respond to reading by describing personal connections, selecting valuable text evidence, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, consider issues from multiple angles, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".

English II	**1643**	**English I**	**Grade Level Recommendation: 10** **Credit: 1** Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience and message, and examining how the author influences reader perception in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex.
English II PAP	**1673**	**English I**	**Grade Level Recommendation: 10** **Credit: 1** Students will increase and enhance their ability to explain and analyze a wide variety of genres while engaging in a high level of learning in both assigned and self-selected text. Opportunities to develop skills needed for future high school courses and post high school college or career readiness are given as students analyze the author's purpose, audience, and message in texts, and examine how the author influences reader perception in all genres, all while engaging in activities intended to encourage evaluation of texts on a deeper level. Students in this course will respond to reading by describing personal connections, selecting valuable text evidence, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, consider issues from multiple angles, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".
English III	**1743**	**English II**	**Grade Level Recommendation: 11** **Credit: 1** Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary to support an analytic response, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex.

English III AP	**1793**	**English II**	**Grade Level Recommendation: 11** **Credit: 1** This Advanced Placement English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. By both reading and writing critically, students will focus on analyzing and interpreting texts, collecting, and consolidating information from a variety of sources, and composing essays for different purposes, such as to explain an idea or to develop an argument. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex. Students taking this course will be prepared for and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in in the "High School Overview" section of this catalog under "Planning Your Schedule".
English III-Dual (Fall)	**1783WD**	**English II College/Univ. Requirements**	**Grade Level Recommendation: 11** **Credit: 1** An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communicating, and critical analysis. Study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses
English III-Dual (Spring)	**1783XD (Lone Star College ENGL 1301/1302)**		
OnRamps English III-Rhetoric and Research (Fall)	**1784WD**	**English I and II Students must meet the College/Univ. Requirements for the Dual Credit option second semester**	**Grade Level Recommendation: 11** **Credit: 1** An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communication, and critical analysis. Study of practice in the strategies and techniques for developing research- based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systemic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions as well as analysis of various positions held in any public debate and experiences advocating their own positions effectively. This course is not eligible for semester exam exemptions; the college final is required. *Not all OnRamps Dual Credit courses are offered at all campuses.
OnRamps English III-Rhetoric and Research-Dual (Spring)	**1784XD**		

English IV	**1843**	**English III**	**Grade Level Recommendation: 12** **Credit: 1** Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary to support an analytic response, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate, and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating and critiquing the discourse of others as they navigate texts that become increasingly complex.
English IV AP	**1893**	**English III**	**Grade Level Recommendation: 12** **Credit: 1** The Advanced Placement English Literature and Composition course engages students as they become critical and careful readers of literary works, and compose essays with clear claims, effective commentary, and carefully chosen textual evidence to support reasoning. By both reading and writing critically, students will focus on analyzing and interpreting characters, setting, text structure, narration, literary argumentation, and figurative language. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex. Students taking this course will be prepared for and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in in the "High School Overview" section of this catalog under "Planning Your Schedule".
English IV-Dual (Fall)	**1883WD**	**English III College/Univ. Requirements**	**Grade Level Recommendation: 12** **Credit: 1** An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communicating, and critical analysis. Study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods, critical reading of verbal, visual, and multimedia texts, systematic evaluation, synthesis, and documentation of information sources and critical thinking about evidence and conclusions. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
English IV-Dual (Spring) (Lone Star College ENGL 1301/1302)	**1883XD (Lone Star College ENGL 1301/1302)**		
English IV British Literature-Dual (Fall)	**1983WD**	**English III/College credit for LSC 1301/1302. College/Univ. Requirements.**	**Grade Level Recommendation: 12** **Credit: 1** This course provides a survey of the development of British literature from the Anglo-Saxon period to the Romantic period to the present. 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. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
English IV British Literature-Dual (Spring) (Long Star College ENGL 2322/2323)	**1983XD**		

Communication Applications (Speech)-Dual	**7300YD (Lone Star College Speech 1311)**	**College /Univ. Requirements Grades 11-12**	**Grade Level Recommendation: 11-12** **Credit: .5** This course is equivalent to high school Independent Study in Speech. Major focus is application of communication theory and practice to the public speaking context with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions; the college final is required.
Professional Communications	**7300**	**None**	**Grade Level Recommendation: 11-12** **Credit: .5** Careers in today's economy require one to be creative, a strong background in computer and technology-based applications, a strong and solid academic foundation and to communicate effectively in both oral and written formats. Students in this class will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Humanities	**1763**	**English II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Humanities is an interdisciplinary course in which students explore major historical and cultural movements and their relationship to literature and other fine arts. Through independent and group studies, students will consider the connections and synthesize the ideas and concepts of the various movements. Students will have the opportunity to participate in classroom discussions and presentations that lead to an in-depth understanding, appreciation, and enjoyment of critical and creative achievements throughout history. This understanding may be demonstrated through a variety of ways using a variety of media.
Creative Writing	**1963**	**English II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Creative Writing allows students to expand their skills in such forms of writing as fictional writing, short stories, poetry, and drama. Students will build a collection of their original writing while studying and mirroring various mentor text. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course can analyze and discuss published and unpublished pieces of writing, develop peer and self- assessments for effective writing, and set their own goals as writers.
Literary Genres	**1970**	**English II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** In this course, students will analyze fictional and poetic elements to compare and contrast themes, conflicts, and allusions. As students connect literature to historical contexts, current events, and personal experiences, they will also analyze plot and character development, irony, tone, mood, style, text structure, and author's purpose. The study of various mentor texts will guide students as they read critically to analyze published texts and as they write to connect information from a variety of sources.
Research and Technical Writing	**1962**	**English II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Research & Technical Writing provides an opportunity for students to develop skills necessary for writing for a variety of purposes, including essays, scientific reports, proposals, and expository and persuasive texts. Students are expected to investigate both assigned and self-selected topics, and to organize and synthesize information from a variety of sources. In addition, students will follow the writing process by using prewriting strategies, utilizing technical vocabulary, revising, and editing to improve drafts, and publishing their work for others to read and to evaluate.

Reading 1	**1533**	**Recommendation of teacher based on student diagnostic scores and results of state assessments.**	**Grade Level Recommendation: Teacher Recommendation** **Credit: 1** Reading I offer students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All strategies are applied using both instructional-level and independent-level texts that cross the content areas.
Reading II	**1633**	**Reading I and recommendation of teacher based on student diagnostic scores and results of state assessments.**	**Grade Level Recommendation: Teacher Recommendation** **Credit: 1** Reading II offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All strategies are applied using both instructional-level and independent-level texts that cross the content areas.
Reading III	**1733**	**Reading II and recommendation of teacher based on student diagnostic scores and results of state assessments.**	**Grade Level Recommendation: Teacher Recommendation** **Credit: 1** Reading III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All strategies are applied using both instructional-level and independent-level texts that cross the content areas.

JOURNALISM

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Journalism	**0103**	**None**	**Grade Level Recommendation: 9** **Credit: 1** Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their work for clarity, engaging language, and the correct use of the conventions and mechanics of written English and Associated Press style. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self- selected topics, write journalistic texts, and learn the principles of publishing. Students who excel in this course may apply for positions on the magazine, broadcasting, or yearbook staff.
Advanced Journalism: Yearbook I	**0113**	**Journalism and Teacher Recommendation**	**Grade Level Recommendation: 10-12** **Credit: 1** Students must apply for a staff position and be interviewed by the teacher before registering for this course, which is designed to edit and produce the school yearbook. Students will learn industry-standard software, layout design, and how to create a fiscally responsible product.
Advanced Journalism: Yearbook II	**0123**		
Advanced Journalism: Yearbook III	**0133W**		
Advanced Journalism: Newspaper I	**0143**	**Journalism and Teacher Recommendation**	**Grade Level Recommendation: 10-12** **Credit: 1** Prerequisite: Journalism; and Teacher Recommendation; Students must apply for a staff position. Students will be involved in electronic journalism, writing editorials, news, sports, and feature stories, as well as designing magazine pages and ads. Students will learn industry-standard software, layout design, and how to create a fiscally responsible product.
Advanced Journalism: Newspaper II	**0153**		
Advanced Journalism: Newspaper III	**0163W**		

Advanced Broadcast Journalism I	**0173**	**Journalism and Teacher Recommendation**	**Grade Level Recommendation: 10-12** **Credit: 1** Students enrolled in this course will learn how to write a script, direct a news segment and work as an anchor on the daily news announcements. Students will understand the laws and ethical considerations that affect broadcast journalism. They will learn the role and function of this type of journalism and how to critique and analyze the significance of visual representation through the creation of a broadcast journalism product. They will learn software involved in producing and creating a news program and a video.
Advanced Broadcast Journalism II	**0183**		
Advanced Broadcast Journalism III	**0203W**		
Photojournalism	**0303**	**None**	**Grade Level Recommendation: 9-12** **Credit: .5** Students will be introduced to basic camera operations, photocomposition, caption writing and Photoshop. Students work on individual projects and assignments to learn the basics of photography and journalism. Students must provide their own camera or camera card.
Oral Interpretation I	**0403**	**None for Level I; successful completion of prior level**	**Grade Level Recommendation: 9-12** **Credit: 1** Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation will select, research, analyze, adapt, interpret, and perform literary texts to attempt to capture the entirety of the author's work. Individual and group performances of literature will be presented and evaluated.
Oral Interpretation II	**0413**		
Oral Interpretation III	**0423**		
Independent Study in Speech (Oral Interpretation IV)	**0433W**		

Debate I	**0213**	**None for Level I; successful completion of prior level**	**Grade Level Recommendation: 9-12** **Credit: 1** The major focus is competitive debate; however, all speech/reading/interpretative events are studied, practiced, and performed in tournaments. The class is involved in the University Interscholastic League, National Forensic League, and Texas Forensic Association. Students are required to go to tournaments, some on weekends, and must be prepared to spend many hours in research and organization of materials.
Debate II	**0223**		
Debate III	**0233**		
Independent Study in Speech (Debate IV)	**0234W**		
IS: Academic Decathlon (1st time taken)	**0243W**	**Teacher Recommendation**	**Grade Level Recommendation: 10-12** **Credit: 1** Prepares students for Academic Decathlon competition. This course promotes learning through teamwork in a variety of challenges, including reading, written responses, discussions, interviews, and speeches. The overall theme varies each year, and each area of study has components related to the assigned theme. The study of six subject areas includes: art, economics, literature, music, science, and social science. The course is inclusive for all students as teams are composed of students at various academic performance levels. Teams compete at the local, state, and national level.
IS: Academic Decathlon (2nd time taken)	**0253W**		
IS: Academic Decathlon (3rd time taken)	**0263W**		

MATHEMATICS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Algebra I	**2543**	**Grade 8 Math or an equivalent**	**Grade Level Recommendation: 8 or 9** **Credit: 1** In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.
Algebra I Pre-AP	**2540**	**Grade 8 Math or an equivalent**	**Grade Level Recommendation: 8 or 9** **Credit: 1** Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using the College Board-approved curriculum and strategies. Carefully read the section describing Pre- AP/PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule". Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.
Geometry	**2643**	**Algebra I**	**Grade Level Recommendation: 9 or 10** **Credit: 1** In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three- dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures.
Geometry PAP	**2673**	**Algebra I**	**Grade Level Recommendation: 9 or 10** **Credit: 1** Geometry PAP includes the same student objectives as Geometry. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Mathematical Models with Applications	**2043**	**Algebra 1**	**Grade Level Recommendation: 10 or 11** **Credit: 1** Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects, manipulatives, technology, including graphing calculators, data collection devices, and computers, and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.
Algebra II	**2743**	**Algebra 1; and Geometry (recommended)**	**Grade Level Recommendation: 10 or 11** **Credit: 1** In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systemsof equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.
Algebra II PAP	**2773**	**Algebra 1; and Geometry (recommended)**	**Grade Level Recommendation: 10 or 11** **Credit: 1** Algebra II PAP includes the same student objectives as Algebra II. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".
Precalculus	**2843**	**Algebra I, Geometry & Algebra II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real- world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.
Precalculus PAP	**2873**	**Algebra I, Geometry & Algebra II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Precalculus PAP includes the same student objectives as Precalculus with emphasis placed on greater depth and complexity of concepts. Additional topics include infinite series and introductory calculus topics. PAP courses prepare students who intend to continue their studies in AP. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Precalculus Dual (Fall)	**2883WD**	**Algebra I, Geometry and Algebra II, College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Precalculus Dual Credit gives students high school credit for Precalculus and college credit for College Trigonometry and Precalculus. The course covers trigonometric functions and their applications, solutions of right and oblique triangles, trigonometric identities and equations, inverse trigonometric functions, graphs of the trigonometric functions, vectors, and polar coordinates. The second semester covers an integrated treatment of the concepts necessary for calculus beginning with a review of algebraic and transcendental functions including trigonometric functions. Topics also include the binomial theorem, analytic geometry, vector algebra, polar and parametric equations, mathematical induction and sequences and series. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Precalculus Dual (Spring)	**2883XD (Lone Star College MATH 1316 & 2412)**		**Grade Level Recommendation: 11 or 12** **Credit: 1** Precalculus Dual Credit gives students high school credit for Precalculus and college credit for College Trigonometry and Precalculus. The course covers trigonometric functions and their applications, solutions of right and oblique triangles, trigonometric identities and equations, inverse trigonometric functions, graphs of the trigonometric functions, vectors, and polar coordinates. The second semester covers an integrated treatment of the concepts necessary for calculus beginning with a review of algebraic and transcendental functions including trigonometric functions. Topics also include the binomial theorem, analytic geometry, vector algebra, polar and parametric equations, mathematical induction and sequences and series. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
OnRamps Precalculus (Fall)	**2884**	**Algebra I, Geometry and Algebra II, College/University requirements**	
OnRamps Precalculus-Dual (Spring)	**2884XD**	**Algebra I, Geometry, and Algebra II, College/University requirements.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** In preparation for Calculus or as a student's final high school math, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses to successfully work with the concepts in a rigorous university- level Calculus course. The course is divided into seven units, each with an over-arching theme. (Functions, Rates, and Patterns, Algebra and Geometry, Exponential and Logarithmic Functions, Trigonometric Functions, Rates of Change of Functions and Limits, Coordinate Systems, Sequences and Series). Only Spring semester may be eligible for Dual credit. Refer to the section describing the Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. The second semester of this course is not eligible for semester exam exemptions.

OnRamps – College Algebra (Fall)	**2547**	**Algebra I, recommended Geometry; students must meet the College/University requirements for the Dual credit option 2nd semester.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This course is an in-depth study and applications of polynomial, rational, radical, absolute value, piece wise defined, exponential and logarithm functions, equations, inequalities, graphing skills and systems of equations using matrices. Additional topics such as sequences, series, probability, conics, and inverses may be included. This course is not eligible for semester exam exemptions; the college final is required. *Not all OnRamps Dual Credit courses are offered at all campuses.
OnRamps – College Algebra – Dual (Spring)	**2547XD**	**Algebra I, recommended Geometry; students must meet the College/University requirements for the Dual credit option 2nd semester.**	
Independent Study in Math – Dual (College Algebra)	**2546WD**	**Algebra I, Geometry and Algebra ll, College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This course is an in-depth study and applications of polynomial, rational, radical, absolute value, piece wise defined, exponential and logarithm functions, equations, inequalities, graphing skills, and systems of equations using matrices. Additional topics such as sequences, series, probability, conics, and inverses may be included. This course is not eligible for semester exam exemptions; the college final is required. *Not all OnRamps Dual Credit courses are offered at all campuses.
Calculus AB -AP	**2893**	**Precalculus; Precalculus PAP recommended.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Calculus AB AP is a course designed for college bound students who have completed four years of secondary mathematics which includes the study of algebra, geometry, trigonometry, analytic geometry, and elementary functions. Calculus AB AP is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. Topics covered in the study of Calculus AB include derivatives in terms of a rate of change and local linear approximation, integrals as a limit of Riemann sums and as the net accumulation of change and the Fundamental Theorem of Calculus. The use of a graphing calculator is considered an integral part of the course and is used as an investigative tool in solving problems, interpreting results, and supporting conclusions. Students taking this course will be prepared and are expected to take an AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".

Calculus BC – AP	**2993**	**Precalculus PAP**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Calculus BC AP content requirements include all Calculus AB topics plus additional topics of parametric, polar and vector functions, Euler's method, L'Hospital's Rule, Taylor series, series of constants, applications of integrals and improper integrals and solving logistic differential equations. Calculus BC AP is roughly equivalent to both first and second semester college calculus courses. The use of a graphing calculator is considered an integral part of the course and is used as an investigative tool in solving problems, interpreting results, and supporting conclusions. Students taking this course will be prepared and are expected to take an AP test upon completion. Students who take the AP Calculus BC Exam receive an AP Calculus AB sub score based on their performance on the portion of the exam devoted to Calculus AB topics. Carefully readthe section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".
Calculus 1 – Dual	**2083WD**	**Precalculus, College/University requirements**	**Grade Level Recommendation: 12** **Credit: 1** This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Calculus I/II – Dual (Fall)	**2084WD**	**Precalculus, College/University requirements**	**Grade Level Recommendation: 12** **Credit: .5** First semester this course covers Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. Second semester continues with differentiation and integration of exponential and logarithmic functions, techniques of integration, applications of the definite integral, the calculus of transcendental functions, parametric equations, polar coordinates, indeterminate forms and L'Hôpital's Rule, improper integrals, sequences, and series. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.

Calculus I/II – Dual (Spring)	**2084XD (Lone Star College MATH 2413/2414)**	**Precalculus, College/University requirements**	**Grade Level Recommendation: 12** **Credit: .5** First semester this course covers Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. Second semester continues with differentiation and integration of exponential and logarithmic functions, techniques of integration, applications of the definite integral, the calculus of transcendental functions, parametric equations, polar coordinates, indeterminate forms and L'Hôpital's Rule, improper integrals, sequences, and series. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Statistics – AP	**2093**	**Algebra I, Geometry and Algebra II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Statistics AP is a course which introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes of 1) exploring data which includes describing patterns and departures from patterns, sampling and experimentation which includes planning and conducting a study, 3) anticipating patterns which includes exploring random phenomena using probability and 4) simulation and statistical inference which includes estimating. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Statistics -Dual	**2095WD**	**Algebra, Geometry and Algebra II, students must meet the College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This is a statistics data analysis course for high school juniors or seniors seeking to develop the quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. This course will focus on collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Students will explain the use of data collection and statistics as tools to reach reasonable conclusion, recognize, examine and interpret the basic principles of describing and presenting data, compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics, explain the role of probability in statistics, examine, analyze and compare various sampling distributions for both discrete and continuous random variables, describe and compute confidence intervals, solve linear regression and correlation problems, perform hypothesis testing using statistical methods, and apply the Central Limit Theorem to the sampling process. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.

Advanced Quantitative Reasoning	**2833**	**Algebra I, Geometry and Algebra II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** 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.
2593 Computer Science A – AP (Math)	**2593**	**Computer Science Principles-AP**	**Grade Level Recommendation: 9 – 12** **Credit: 1** The course is an advanced computer science course that allows students to work on large-scale projects. Topics include advanced data structures, searching/sorting algorithms, recursion, algorithm efficiency and Graphic User Interfaces. This AP course will require students to dedicate themselves to studying required, rigorous, college- level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." This course requires two class periods.
Comp Science A – AP (LOTE)	**5007**	**Computer Science Principles-AP**	**Grade Level Recommendation: 9 – 12** **Credit: 1** The course is an advanced computer science course that allows students to work on large-scale projects. Topics include advanced data structures, searching/sorting algorithms, recursion, algorithm efficiency and Graphic User Interfaces. This AP course will require students to dedicate themselves to studying required, rigorous, college- level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." This course requires two class periods.

SCIENCE

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Integrated Physics and Chemistry (IPC)	**3043**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use engineering practices, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.
Biology	**3543**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
Biology PAP	**3573**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Biology PAP will increase students' understanding of biological concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. PAP courses prepare students who intend to continue their studies in the AP. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Biology II -AP	**3593**	**Chemistry or concurrent enrollment**	**Grade Level Recommendation: 10 – 12** **Credit: 1** 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. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Biology Dual (Fall) (Lone Star College BIOL 1406/1407)	**3583WD**	**Chemistry or concurrent enrollment and college/university requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** A contemporary course including applications of the scientific method, cellular and molecular biology, biochemistry, classical and human genetics, virology, and mechanisms of evolution. The second semester is a continuation of introductory Biology * for majors. It includes a detailed survey of the major phylogenetic lineages. This includes a comparison of the systems of different organisms, Ecological roles and relationships, as well as behavior of organisms, will be integrated throughout. This course is not eligible for semester exam exemptions; the college final is required. Not all Dual Credit courses are offered at all campuses.
Biology Dual (Spring) (Lone Star College BIOL 1406/1407)	**3583XD**		
Biology OnRamps (Spring) (BIOL 1306 + BIOL 1106)	**3584 (Fall)**	**Biology and Chemistry and college/university requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** OnRamps Dual Credit Biology I and Lab BIOL 1306 + BIOL 1106, year-long course, explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. Molecular and cellular biology is the focus of this introductory biology course. The course revolves around three big ideas of biology starting with the study of the structure and function of biomolecules. The flow of energy through living systems via photosynthesis and cellular respiration is the second big idea of the class. The course finishes with investigation of how genetic information is expressed and transmitted both within and between cells. Upon successful completion of this course, the student will receive both LCISD credit for graduation and college credit from the University of Texas. This course is not eligible for semester exam exemptions, college final required. *Not all OnRamps Dual Credit courses are offered at all campuses.
	3584XD (Spring)		

Aquatic Science	**3943**	**Biology; and Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course**	**Grade Level Recommendation: 10 – 12** **Credit: 1** In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human 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 acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.
Environmental Systems	**3843**	**Biology; and Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course**	**Grade Level Recommendation: 11 or 12** **Credit: 1** 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, natural changes in the environment, and human activities that impact the natural environment.
Chemistry	**3643**	**One unit of high school science and Algebra I; completion of or concurrent enrollment in a second year of mathematics (recommended)**	**Grade Level Recommendation: 10 – 12** **Credit: 1** In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives.
Chemistry PAP	**3673**	**One unit of high school science and Algebra I; completion of or concurrent enrollment in a second year of mathematics (recommended)**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Chemistry PAP will increase students' understanding of chemistry concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. PAP courses prepare students who intend to continue their studies in the AP program. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Chemistry II AP	**3693**	**Chemistry and Algebra II or concurrent enrollment in Algebra II**	**Grade Level Recommendation: 11 – 12** **Credit: 1** The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Chemistry I Dual (Lone Star College CHEM 1411)	**3683WD**	**Chemistry and Algebra II or concurrent enrollment in Algebra II, College/University requirements.** **Grade Level Recommendation: 11 - 12**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Topics include a mathematical introduction (metric system, significant figures, and scientific notation), discussion of atoms, molecules and ions, stoichiometry, electronic structure, periodic relationship, bonding, molecular geometries and properties o gases, liquids, solids and solutions. Appropriate lab experiments are included. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
OnRamps Chemistry I (Fall)	**3684**	**Algebra 1, College/University Requirements**	**Grade Level Recommendation: 10 - 11** **Credit: 1** Designed to engage students from a variety of backgrounds, OnRamps Chemistry addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course reviews descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Labs introduce the techniques of modern experimental chemistry and are designed to instill basic laboratory and analytical skills. Students will experience high- quality curriculum designed by the faculty at UT Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff. The second semester of this course is not eligible for semester exam exemptions. *Not all OnRamps courses are offered at all campuses.
OnRamps Chemistry I – Dual (Spring)	**3684XD**		

OnRamps Chemistry II (Fall)	**3694**	**OnRamps Chemistry I, AP Chemistry or equivalent. Students must meet the College/University requirements for the Dual Credit.**	**Grade Level Recommendation: 11 - 12** **Credit: 1** The College Chemistry II course continues the development and application of concepts, theories, and laws underlying chemistry that were introduced in Principles of Chemistry I. The course extends the study of thermodynamics taught in Principles of Chemistry I to the development of chemical equilibria and kinetics with applications to water chemistry and electrochemistry. In addition, students will gain insight into the workings of the material world through introduction to nuclear chemistry, battery technology, polymer chemistry and applications in organic chemistry and biochemistry. Introduction to Chemical Practices II—the course's lab component—provides laboratory exercises that focus on analytical laboratory techniques, modern chemistry instrumentation, such as spectrophotometers, voltage probes, and a variety of experimental protocols of how to analyze and identify unknowns. Students earn four hours of UT credit with feedback and assessment provided by UT course staff. *Not all OnRamps courses are offered at all campuses. The college final must be taken second semester. *Not all OnRamps courses are offered at all campuses.
OnRamps Chemistry II – Dual (Spring)	**3694XD**		
Anatomy and Physiology	**7640**	**Biology; a second science credit**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Study the energy needs of the human body, how it maintains homeostasis, and its transport systems, electrical conduction processes, environmental factors affecting the body, and the process of reproduction, growth, and development. Special projects, research studies, and creative assignments that reflect independent thinking are required. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.
Anatomy and Physiology	**7640W**	**Biology; a second science credit AND three Health Science Pathway courses (one can be taken concurrently)**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Study the energy needs of the human body, how it maintains homeostasis, and its transport systems, electrical conduction processes, environmental factors affecting the body, and the process of reproduction, growth, and development. Special projects, research studies, and creative assignments that reflect independent thinking are required. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.

Environmental Science – AP	**3893**	**Algebra I, Physics or Chemistry**	**Grade Level Recommendation: 11 or 12** **Credit: 1** The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Environmental Science-Dual (Fall) (Lone Star College ENVR 1401)	**3873WD**	**Algebra I, Physics or Chemistry, college/University requirements.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** An interdisciplinary study of both natural (biology, chemistry, geology) and social (Economics, politics, ethics) sciences as they apply to the environment. Focus is on the role of science in addressing global environmental concerns. Concepts include ethics, policy, matter, energy, species biodiversity, ecology, human populations, food, and agriculture. Practical laboratory experience emphasizes the application of fundamental principles of biology and chemistry as well as critical thinking and analysis. Second semester Focus is on energy issues, global warming, ozone loss, land use, conservation and management of resources, deforestation, biodiversity, waste, and sustainable practices. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Environmental Science-Dual (Spring) (Lone Star College ENVR 1402)	**3873XD**		
Medical Microbiology	**7650**	**Biology and Chemistry**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Study the role of microbes in infectious diseases and the relationship between microbes and health maintenance. This course requires a greater degree of student skill in math and laboratory proficiency. Field studies and research projects are required in this course. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.
Medical Microbiology	**7650W**	**Biology and Chemistry AND Three Health Science Pathway courses (one can be taken concurrently)**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Study the role of microbes in infectious diseases and the relationship between microbes and health maintenance. This course requires a greater degree of student skill in math and laboratory proficiency. Field studies and research projects are required in this course. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

Physics	**3743**	**Biology, Algebra I**	**Grade Level Recommendation: 11 or 12** **Credit: 1** In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation.
OnRamps Physics: Mechanics, Heat, and Sound (Fall)	**3784**	**Algebra I, Algebra II, Geometry, Trigonometry or Pre-Calculus recommended, College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 0.5** This is an algebra-based (non-calculus) course in mechanics, heat and sound. Students will practice problem- solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. They will explore concepts in small groups, develop ideas, and explain them. The course lays the groundwork for college majors including engineering, physics, chemistry, or mathematics. Students will experience high- quality curriculum designed by the faculty at UT Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. The second semester of this course is not eligible for semester exam exemptions.
OnRamps Physics: Mechanics, Heat, and Sound (Spring)	**3784XD**	**Algebra I, Algebra II, Geometry, Trigonometry or Pre-Calculus recommended, College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 0.5** This is an algebra-based (non-calculus) course in mechanics, heat and sound. Students will practice problem- solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. They will explore concepts in small groups, develop ideas, and explain them. The course lays the groundwork for college majors including engineering, physics, chemistry, or mathematics. Students will experience high- quality curriculum designed by the faculty at UT Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. The second semester of this course is not eligible for semester exam exemptions.
Physics I/II – Dual (Lone Star College PHYS 1401)	**3785WD**	**Calculus or concurrent enrollment, College/University requirements**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Fundamental principles of physics, using algebra and trigonometry, the principles and applications of classical mechanics and thermodynamics, including harmonic motion, newton's Laws of Motion, and gravitation and other fundamental forces, with emphasis on problem solving. The second semester includes the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics. Laboratory activities will reinforce fundamental principles of physics. This course is not for physical science and engineering majors but can serve as the physics requirement for the pre-professional medical programs. *Not all Dual Credit courses are offered at all campuses.

Physics I -AP (Algebra-based)	**3791**	**Geometry and concurrently taking Algebra II or an equivalent course.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** AP Physics 1 is an algebra-based, introductory college- level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like kinematics, dynamics, circular motion, and gravitation, energy, momentum, harmonic motion, and torque and rotation motion. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Physics II-AP (Algebra-Based)	**3792**	**AP Physics 1 (Algebra-based) or a comparable introductory physics course and should have taken or be concurrently taking pre-calculus or an equivalent course.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** AP Physics II: Algebra Based Physics. Physics II expands the understanding of physics through exploration of topics such as fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students will employ hands-on, inquiry-based, in-class activities and laboratory work to investigate phenomena. Students will learn to interpret and describe representations and models, formulate a scientific question or hypothesis, analyze data, and evaluate evidence, make connections, use mathematics to solve science problems, design an experiment to answer a scientific question or test a hypothesis, and work with scientific explanations and theories. Regardless of a student's field of study, AP Physics II will encourage critical, analytical, and evaluative thinking skills, which are attributes valued by employers and post-secondary institutions. Students should save their lab notebooks and reports; colleges may ask to see them before granting credit. Carefully read the section describing PAP, Pre-AP, and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".
Physics C: Mechanics AP (Calculus-based)	**3794**	**Calculus or concurrent enrollment in calculus**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This calculus-based, physics, AP course will require students to dedicate themselves to study required by rigorous college-level standards. Topics covered include Kinematics; Newton's Laws of Motion; Work, Energy, and Power; Systems of Particles and Linear Momentum; Circular Motion and Rotation; and Oscillations and Gravitation. Students taking this course will be prepared and are expected to take the AP test upon completion. Students should save their lab notebooks and reports; colleges may ask to see them before granting credit. Carefully read the section describing PAP, Pre-AP, and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Physics C - AP: Electricity and Magnetism (Calculus-based)	**3796**	**Calculus or concurrent enrollment in calculus**	**Grade Level Recommendation: 11 or 12** **Credit: 1** AP Physics C: Electricity and Magnetism will explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will learn to interpret and describe visual representation or physical situations, create graphs, and diagrams to represent data, determine the relationship between physical qualities, develop and support scientific claim with evidence, develop hypothesis and design experiments, analyze data, and solve problems using mathematical relationships. Students will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".
Scientific Research and Design	**8370**	**Biology and Chemistry, IPC, or Physics**	**Grade Level Recommendation: 12** **Credit: 1** Students conduct laboratory investigations and fieldwork, use critical thinking and scientific problem solving to make informed decisions, formulate hypotheses to guide experimentation and data collection, analyze published research, develop, and implement investigative designs, collect, organize and evaluate qualitative and quantitative data obtained through experimentation, synthesize valid conclusions from qualitative and quantitative data, and communicate results. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.
Earth Systems Science	**3933**	**Algebra I and two credits of high school science**	**Grade Level Recommendation: 11 or 12** **Credit: 1** The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

OnRamps Geo Science: Earth, Wind, Fire	**3938 (Fall) 3938XD (Spring)**	**Biology or IPC. Recommended or concurrent enrollment: Chemistry, students must meet the College/University requirements for Dual Credit option second semester.**	**Grade Level Recommendation: 10 – 12** **Credit: 1** OnRamps Dual Credit Introduction to Geoscience UT GEO 302E is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems, the lithosphere, atmosphere, hydrosphere, and biosphere, interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to 21st century scientific problems. Regardless of a student's field of study, OnRamps Introduction to Geoscience will encourage critical, analytical, and evaluative thinking skills, which are attributes valued by employers and post-secondary institutions. This course is not eligible for semester exam exemptions; the college final is required for the second semester. *Not all OnRamps Dual Credit courses are offered at all campuses.
Astronomy	**3963**	**Algebra I and Integrated Physics and Chemistry or Chemistry.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about Sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
Food Science	**7740**	**Biology and Chemistry and a third science.**	**Grade Level Recommendation: 12** **Credit: 1** How do we know if our food is safe? This course will use scientific methods to analyze the role of acids and bases in food science, apply the principles of food safety, study the chemical properties of food, and learn the reasons for additives and leaven agents in food. Also understand how food provides energy and how digestion and metabolism affect our bodies. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.
Food Science	**7740W**	**Biology and Chemistry and a third science** **AND** **Advanced Culinary Arts (credit earned or concurrently enrolled)**	**Grade Level Recommendation: 12** **Credit: 1** How do we know if our food is safe? This course will use scientific methods to analyze the role of acids and bases in food science, apply the principles of food safety, study the chemical properties of food, and learn the reasons for additives and leaven agents in food. Also understand how food provides energy and how digestion and metabolism affect our bodies. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

Forensic Science	**8140**	**Biology and Chemistry,**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Forensics is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. You will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Lab activities will be based on crime scene scenarios and analyzing fingerprints, ballistics, and blood spatter. Learn about the history, legal aspects of forensics, and career options available in the forensic field. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.
Forensic Science	**8140W**	**Biology and Chemistry AND Three Law Enforcement courses (one can be taken concurrently)**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Forensics is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. You will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Lab activities will be based on crime scene scenarios and analyzing fingerprints, ballistics, and blood spatter. Learn about the history, legal aspects of forensics, and career options available in the forensic field. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.
Engineering Science	**8329**	**Two Engineering credits Or Intermediate Computer-Aided Design & Drafting**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This survey course of engineering exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional engineering community. This course is a Career and Technical Education funded course.
Engineering Design and Problem Solving	**8325W**	**Three Engineering credits, Algebra II, Chemistry & Physics.**	**Grade Level Recommendation: 12** **Credit: 1** This engineering research course allows students to work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in previous Engineering courses, present progress reports, submit a final written report and defend their solutions to reviewers. This course is a Career and Technical Education funded course.

SOCIAL STUDIES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
World Geography	**4543**	**None**	**Grade Level Recommendation: 9 or 10** **Credit: 1** (May NOT be used as an elective credit if Human Geography credit is earned) 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. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.
World Geography PAP	**4573**	**None**	**Grade Level Recommendation: 9 or 10** **Credit: 1** (May NOT be used as an elective credit if Human Geography credit is earned) World Geography PAP includes the same student objectives as World Geography. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Human Geography AP	**4593**	**None**	**Grade Level Recommendation: 9** **Credit: 1** (May NOT be used as an elective credit if World Geography credit is earned) Are you interested in what is happening in your global community? Explore economic, social, political, and environmental issues through the lens of geography. By exploring human influences and patterns, you can better understand the world around you, make predictions, and propose solutions to current issues. In this course, you will investigate geographic perspectives and analyze historical and current patterns of migration, population, political organization of space, agriculture, food production, land use, industrialization, and economic development. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Human Geography meets the World Geography graduation requirement.

World History	**4643**	**None**	**Grade Level Recommendation: 9 or 10** **Credit: 1** World History is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
World History PAP	**4673**	**None**	**Grade Level Recommendation: 9 or 10** **Credit: 1** World History PAP includes the same student objectives as World History. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
World History AP	**4693**	**None**	**Grade Level Recommendation: 9 or 10** **Credit: 1** Are you interested to know how humankind began or how societies have developed over time? In Texas World History, students investigate significant events, individuals, developments, and processes from approximately 8000 B.C.E.to 1200 C.E. The AP course studies the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. The course provides five themes that students explore throughout the course to make connections among historical developments in various 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. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP, Pre-AP, and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
United States History	**4743**	**World Geography, Human Geography, or World History**	**Grade Level Recommendation: 10 or 11** **Credit: 1** Students will study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

United States History AP	**4793**	**World Geography, Human Geography, or World History**	**Grade Level Recommendation: 10 or 11** **Credit: 1** This course covers United States History from the first European explorations of the Americas to the present, including political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. This course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
United States History Dual	**4783WD** **4783XD**	**World Geography, Human Geography or World History, and third year in high school College/Univ. requirements.**	**Grade Level Recommendation: 11** **Credit: 1** First semester is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. Second semester covers U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political, and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. An additional purpose of this course is to introduce students to the skills and practices of history. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
OnRamps U.S. History	**4784WD**	**World Geography, Human Geography or World History, concurrent enrollment or completed English II, and third year in high school; students must meet the College/Univ. requirements for the Dual credit option 2nd semester.**	**Grade Level Recommendation: 11** **Credit: 1** First semester is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. Second semester covers U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political, and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. An additional purpose of this course is to introduce students to the skills and practices of history. This course is not eligible for semester exam exemptions; the college final is required. *Not all OnRamps Dual Credit courses are offered at all campuses.
OnRamps U.S. History – Dual (2nd semester)	**4784XD**		

Texas Government Dual	**4871YD**	**College/Univ. Requirements**	**Grade Level Recommendation: 12** **Credit: .5** Dual Credit Texas Government 2306 covers the origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas. Students will be able to explain the origin and development of the Texas constitution, describe the state and local political systems and their relationship to the federal government, describe separation of powers and checks and balances in both theory and practice, demonstrate knowledge of the legislative, executive, and judicial branches of the Texas government, evaluate the role of public opinion, interest groups, and political parties in Texas, analyze the state and local election process, identify the rights and responsibilities of citizens, and analyze political issues, policies and political culture of Texas. Regardless of a student's field of study, Dual Credit Texas Government will encourage critical, analytical, and evaluative thinking skills, which are attributes valued by employers and post-secondary institutions. *Not all Dual Credit Courses are offered at all campuses. This course is not eligible for semester exam exemptions; the college final is required. * This course does NOT satisfy the Government course requirement for the FHSP.
United States Government	**4840**	**U.S. History**	**Grade Level Recommendation: 12** **Credit: .5** In 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. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems.
United States Government AP	**4890**	**U.S. History**	**Grade Level Recommendation: 12** **Credit: .5** American politics has all the aspects of drama, but it has real meaning for people's everyday lives. What are the foundations of the U.S. political system? How do leading institutions such as the presidency and Congress operate? Where do public opinion, political parties, groups, and the media fit in? What explains America's economic, social, and foreign policies? If exploring these questions interests you, then this is the course for you. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

United States Government Dual	**4846YD (Lone Star College GOVT 2305)**	**U.S. History, College/University requirements 12th grade only**	**Grade Level Recommendation: 12** **Credit: .5** This course covers origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Economics	**4040**	**U.S. History**	**Grade Level Recommendation: 12** **Credit: .5** The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. The course also incorporates instruction in personal financial literacy.
Economics (Macroeconomics) AP	**4090**	**U.S. History**	**Grade Level Recommendation: 12** **Credit: .5** Why do prices rise and fall? What is income and how is employment determined? An AP course in Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system. This course places particular emphasis on the study of national income, how prices are determined, and develops your familiarity with economic performance measures, economic growth, and international economics. The course also incorporates instruction in personal financial literacy. The course will require students to dedicate themselves to studying rigorous, college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule.”
Economics Dual	**4080YD (Lone Star College ECON 2301)**	**U.S. History College/University requirements 12th grade only**	**Grade Level Recommendation: 12** **Credit: .5** A study of macroeconomic principles. Analysis of the market economy; national income accounting’ income determination; stabilization policies: monetary and fiscal policy; money and banking; demand and supply-side economics; monetarist vs. Keynesian view; inflation theories such as distinction between demand-pull and cost- push theories, Phillips-curve analysis; labor market and determination of unemployment rate. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.

European History AP	**4993**	**None**	**Grade Level Recommendation: 11 – 12** **Credit: 1** The Age of Reason, the Renaissance, the Reformation, and the French Revolution are just a few of the topics in this interesting course. European History covers from 1450 A.D. to the present, including political, social, cultural, and economic developments that shape the world we live in today. Emphasis will be placed on the founding principles of Western Civilization and their impact on today's world. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule.
Ethnic Studies: Mexican American Studies	**4881**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** In Ethnic Studies: Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
Ethnic Studies: African American Studies	**4482**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** In this course students examine the history and culture of the African American experience from an interdisciplinary perspective. This course is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the U.S., and the African American community. The course will address significant individuals and events that have shaped the African American community and along with the rich literary and artistic contributions.
Sociology	**4930**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: .5** Why do people do what they do? How much of our environment influences the way people behave and interact? Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Sociology teaches us to look at life in a scientific, systematic way. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions.

Sociology Dual	**4920YD (Lone Star College SOCI 1301)**	**College/University requirements**	**Grade Level Recommendation: 11 – 12** **Credit: .5** Dual Credit Sociology will be offered as a semester course and is equivalent to an accelerated Sociology course. It will survey the basic elements of society such as culture, groups, and institutions. Regardless of a student's field of study, sociology will encourage critical thinking skills and problem-solving skills which are attributes that employers seek. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Psychology	**4940**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: .5** How does the mind work? Are we products of our environment? Psychology is the study of behavior and mental processes. Psychology is a science that seeks to describe, predict, understand, and influence thoughts and behavior. Motivation, moods, memory, reactions, attitudes, perceptions, attraction, talent, what you enjoy – or despise – all these things have their roots in your Psychology. This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. A student may not complete both Psychology and Psychology PAP.
Psychology PAP	**4970**	**None** **Fall only**	**Grade Level Recommendation: 9 – 12** **Credit: .5** Psychology PAP includes the same student objectives as Psychology. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule. A student may not complete both Psychology and Psychology PAP.
Psychology AP	**4990**	**None**	**Grade Level Recommendation: 9 – 12** **Credit:.5** Everyone needs to know how to communicate and understand the people we interact with every day. How do people handle situations? What motivates them? This course will examine the methods approaches, and history of psychology; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; treatment of psychological disorders; and social psychology. The course will require students to dedicate themselves to studying rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule." A student may not complete Psychology Dual and AP Psychology.

Psychology Dual	**4980YD (Lone Star College PSYC 2301)**	**College/University requirements**	**Grade Level Recommendation: Open** **Credit: .5** This course is a survey of the essential subject areas, major theories, and approaches to the scientific study of behavior and mental processes. A student may not complete Psychology Dual and AP Psychology. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Personal Financial Literacy	**4999**	**World Geography, Human Geography or World History**	**Grade Level Recommendation: 10th, 11th, 12th** **Credit: .5** This course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning & spending, saving & investing, credit & borrowing, insuring & protecting, and college & postsecondary education and training. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. This course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education.
Personal Financial Literacy and Economics	**4998**	**U.S. History**	**Grade Level Recommendation: 11th, 12th** **Credit:.5** (Students may not be awarded credit for both this course and the personal financial literacy course.) This course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in this course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will find out how their financial decision-making impacts the greater economy. This course satisfies the .5 credit graduation requirement for Economics.

LANGUAGES OTHER THAN ENGLISH

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
WORLD LANGUAGE CREDIT FOR COURSES			**Grade Level Recommendation:** See Course Catalog **Credit:**1 One WORLD LANGUAGE credit may be awarded for the following Computer Science Courses: 5004 Computer Science I 5005 Computer Science I PAP 5006 Computer Science Principles AP 5007 Computer Science A-AP 5008 Computer Science II *See Course Descriptions and Prerequisites in Computer & Software Development*
American Sign Language I	**5833**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Students in ASL I will increase awareness of cultural behavior of the deaf signing community and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Language learners in ASL I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE.
American Sign Language II	**5843**	**American Sign Language I**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Students in ASL II will increase awareness of cultural behavior of the deaf signing community and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level II develops and refines expressive and receptive skills, with an emphasis on social interaction and storytelling. Language learners in ASL II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE.

Advanced American Sign Language III	**5863W**	**American Sign Language II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Students in ASL III will increase awareness of cultural behavior of the deaf signing community and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level III continues expanding knowledge of ASL grammar and structures with more advanced vocabulary. Language learners in ASL III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE.
Advanced American Sign Language IV	**5874W**	**American Sign Language III**	**Grade Level Recommendation: 12** **Credit: 1** Students in ASL IV will increase awareness of cultural behavior of the deaf signing community and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level IV continues expanding knowledge of ASL grammar and structures with more advanced vocabulary. Language learners in ASL IV are expected to reach Intermediate-Mid to Intermediate- High proficiency level upon completion of this course according to the TEKS for LOTE.
Chinese I	**5933**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Students are introduced to Mandarin Chinese through the development of listening and speaking skills. Approximately 100 characters are introduced in year one. Introduction to Chinese language and culture. Development of basic skills in listening comprehension, speaking, reading, writing, and cultural awareness. The course includes vocabulary building, conversation, and grammar. This course focuses on six AP themes. This course is appropriate for students with little or no knowledge of Chinese language. Language learners in Chinese I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. This class is conducted in Chinese a significant amount of time.
Chinese II	**5943**	**Chinese I**	**Grade Level Recommendation: 10 – 12** **Credit: 1** This course continues the development of listening, speaking, reading, and writing. Approximately 200 additional characters are taught in Chinese II. Continued development of Chinese language and culture. Further development of skills in listening comprehension, speaking, reading, writing, and cultural awareness. The course includes vocabulary building, conversation, and more complex forms of grammar. This course focuses on six AP themes. Students will develop a more sophisticated understanding of the applications of the language by demonstrating "real world" scenarios and given opportunities to apply the skills learned in listening, speaking, reading, and writing. Language learners in Chinese II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. This class is conducted in Chinese a significant amount of time.

Chinese III – PAP	**5973**	**Chinese II**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This PAP course prepares students intending to continue their studies in the AP Chinese program. Students will be able to converse at an intermediate level in Chinese. Students will be exposed to short stories, newscasts, and other authentic materials. Students will write compositions and read basic literature as they develop a more sophisticated understanding of the applications of the language and the cultures by demonstrating "real world" scenarios in listening, speaking, reading, and writing. This course focuses on six AP themes. This course will require students to dedicate themselves to study required by rigorous college-level standards. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. Language learners in Chinese III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Chinese.** Carefully read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."
Chinese IV– AP	**5993**	**Chinese III PAP**	**Grade Level Recommendation: 12** **Credit: 1** This course will provide opportunities for the student to listen, speak, read, and write using authentic sources at a higher level. Expanded course content will include poetry and specific literary genres. Students will write compositions and read literature with more depth and understanding. This AP course will require students to dedicate themselves to studying required, rigorous, college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Language learners in Chinese IV are expected to reach Intermediate-Mid to Intermediate-High proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Chinese.** Carefully read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."
Spanish for Spanish Speakers I & II	**5633 (Fall)** **5643 (Spring)**	**Proficiency screening in Spanish with a minimum score of 80.**	**Grade Level Recommendation: 9 – 12** **Credit: 2** This course is designed for students who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing students' ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. **This course is conducted predominantly in Spanish.**

Spanish I	**5533**	**None**	**Recommended Grade: 9 – 12** **Credit: 1** This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in Spanish a significant amount of time.**
Spanish II	**5543**	**Spanish I**	**Recommended Grade: 9 – 12** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish- speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade point average). **This class is conducted in Spanish a significant amount of time.**
Spanish III	**5563**	**Spanish II**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Students will increase their ability to communicate in Spanish orally and in writing. Reading skills will be strengthened by inclusion of poetry and other specific literary genres. Students will develop a more sophisticated understanding of the applications of the language and culture by participating in real world scenarios in listening, speaking, reading, and writing. This course focuses on six AP themes. Language learners in Spanish III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Spanish.**

Spanish III – PAP	**5573**	**Spanish II**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Students in this level will continue developing various tenses in the indicative and subjunctive moods. A variety of tech/media tools will be used to develop an intermediate proficiency level with grammatical structures, advanced vocabulary, and culture. PAP courses prepare students who intend to continue their studies in the AP program. This PAP course will require students to dedicate themselves to studying required, rigorous college-level standards. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. **This course is conducted predominately in Spanish.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Spanish IV-AP (Language)	**5593**	**Spanish III**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Students will develop strong language abilities in interpersonal, interpretive, and presentational modes of communication. Students will continue to develop language abilities and cultural knowledge using authentic sources. Expressing ideas in sustained speech and in writing under timed conditions will be stressed. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion**. This course is conducted predominately in Spanish.** Carefully read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."
Spanish V-AP (Literature)	**5093**	**Spanish IV**	**Grade Level Recommendation: 11 – 12** **Credit: 1** Students will extend their knowledge of advanced grammar and vocabulary in this fast paced and rigorous AP course. Students in this course will read and discuss short stories, poetry, and novels in the Spanish language. Culture, history, and current events will be emphasized. This AP course will require students to dedicate themselves to studying required, rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion**. This course is conducted predominately in Spanish.** Read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."
French I	**5733**	**None**	**Grade Level Recommendation: 09 – 11** **Credit: 1** This course is an introduction to the French language and culture. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed in the 3 modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in French I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**

French II	**5743**	**French I**	**Recommended Grade: 10-12** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed in the 3 modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**
French III	**5763**	**French II**	**Grade Level Recommendation: 10 – 12** **Credit:1** Students will increase their ability to communicate in French orally and in writing. Reading skills will be strengthened by inclusion of poetry and other specific literary genres. Students will develop a more sophisticated understanding of the applications of the language and culture by participating in real world scenarios in listening, speaking, reading, and writing. This course focuses on six AP themes. Language learners in French III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in French.**
French III – PAP	**5773**	**French II**	**Grade Level Recommendation: 10 - 12** **Credit:1** Students in this level will continue developing various tenses and moods. A variety of tech/media tools will be used to develop an intermediate proficiency level with grammatical structures, advanced vocabulary, and culture. PAP courses prepare students who intend to continue their studies AP. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. This PAP course will require students to dedicate themselves to studying required, rigorous, college-level standards. **This class is conducted predominantly in French**. Read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."
French IV (Language) – AP	**5793**	**French III**	**Grade Level Recommendation: 10 – 12** **Credit:1** Students will develop strong language abilities in interpersonal, interpretive, and presentational modes of communications. Students will continue to develop language abilities and cultural knowledge using authentic sources. Expressing ideas in sustained speech and in writing under timed conditions will be stressed. This AP course will require students to dedicate themselves to studying required, rigorous college-level standards. **This class is conducted predominantly in French.** Students taking this course will be prepared and are expected to take the AP test upon completion. Read the section describing PAP and AP in the High School Overview section of this catalog under "Planning Your Schedule."

FINE ARTS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Art & Media Communications	**7500**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** *This course combines* rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into contemporary practices across the visual and commercial arts fields. Students will learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change. This project will afford students an opportunity to learn and practice creative research skills, develop a narrative, engage an audience, and connect an online community to their project. This course meets the state requirement for one high school fine arts credit.
Art I	**7503**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art I is a comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art II Drawing	**7523**	**Art I**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art II Drawing extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's drawing and two-dimensional skills. Problem solving skills will be developed through experimentation with a variety of drawing media and subject matter. The history and the analysis of two-dimensional design will be emphasized. Outside assignments and a journal may be required for the course. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.

Art II Painting	**7533**	**Art I**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art II Painting extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills. Students will experiment with a variety of painting media, techniques, and subject matter to develop artwork that expresses the student's personal style and concept. Artistic periods and styles will be emphasized. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art II Sculpture	**7534**	**Art I**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art II Sculpture extends the student's artistic understanding and experiences as introduced in Art I. This class explores various 3D materials used to create sculptures such as clay, wood, and found objects. Students will learn how to manipulate materials, problem solve, and analyze sculpture through hands on learning, readings, and discussion. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art III Sculpture – PAP	**7538**	**Art II Sculpture**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art III Sculpture – PAP extends the student's artistic understanding and experiences as introduced in Art II - Sculpture. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in sculpture. This class is designed to strengthen the student's three- dimensional and spatial skills. Sculpture from ancient through contemporary times will be studied. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.

Art III Drawing	**7553**	**Art II Painting or Art II Drawing**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Art III Drawing extends the student's artistic understanding and experiences as introduced in Art II Drawing or Art II Painting. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in drawing. This class is designed to develop the mastery of two-dimensional media. The study of art appreciation and history is incorporated within every technical skill. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced drawing media and subject matter. The history and the analysis of drawing will be emphasized. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art III Drawing – PAP	**7563**	**Art II Drawing**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Preparatory course for AP portfolio courses. Art III Drawing (PAP) extends the student's artistic understanding and experiences as introduced in Art II. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills with an emphasis on drawing as applied to painting. Students will experiment with a variety of painting media, techniques, and subject matter. Artistic periods and styles will be investigated to inspire individual artwork. Outside assignments and journal may be required. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art IV Drawing	**7573W**	**Art III Drawing**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Art IV Drawing extends the student's artistic understanding and experiences as introduced in Drawing III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in advanced drawing. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced drawing tools and techniques to develop a series of artwork based on a personal style and theme. Art appreciation, self-evaluation, and higher-level problem-solving skills are emphasized. The history and the analysis of drawing will be emphasized. Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.

Art IV Drawing Portfolio – AP	**7583**	**Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This course prepares students for the College Board Advanced Placement Drawing Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio. The Advanced Placement Drawing Portfolio course enables highly motivated students to do college- level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art Studio course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of drawing issues. Such elements and concepts can be articulated through a variety of drawing processes. Approaches may include sgraffito, gestural, contour, and value studies. A variety of drawing media will be used. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art IV – 3D Art and Design - AP	**7574**	**Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This course prepares students for the College Board Advanced Placement *3D Art and Design* Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio. The Advanced Placement Sculpture Portfolio course enables highly motivated students to do college- level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art and Design course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of sculpture issues. Such elements and concepts can be articulated through a variety of sculpture processes. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.

Art IV – 2D Art and Design - AP	**7582**	**Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.**	**Grade Level Recommendation: 11 or 12** **Credit: 1** This course prepares students for the College Board AP 2D Art and Design Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio. The AP Sculpture Portfolio course enables highly motivated students to do college- level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art and Design course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of sculpture issues. Such elements and concepts can be articulated through a variety of sculpture processes. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Art History – AP	**7584**	**None**	**Grade Level Recommendation: 9 –12** **Credit: 1** Students develop an understanding of architecture, painting, and other art forms within diverse historical and cultural contexts. Students will be engaged in visual and contextual analysis and critical thinking as they study art historical periods and movements. This course is a full year introductory college course in the history of art. The primary study focuses on Western art with some attention to the art of other cultures. The curriculum includes basic information about artists, schools and movements, chronological periods and specific dates and the subjects, styles, and techniques of works of art. Students will prepare for the Advanced Placement Exam through intensive work with essay writing, slide recognition, and group projects. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Art History – Dual (Fall)	**7586WD**	**None**	**Grade Level Recommendation: 9 –12** **Credit: 1** Students develop an understanding of architecture, painting, and other art forms within diverse historical and cultural contexts. Students will be engaged in visual and contextual analysis and critical thinking as they study art historical periods and movements. This semester course is an introductory college course in the history of art. The primary study focuses on Western art with some attention to the art of other cultures. Art History 1303 provides analysis of prehistoric times to the 14th century. Art History 1304 provides analysis of the 14th century to the present. The curriculum includes basic information about artists, schools and movements, chronological periods and specific dates and the subjects, styles, and techniques of works of art. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.
Art History – Dual (Spring)	**7586XD**		
Floral Design	**7153**	**Principles of Agriculture, Food & Natural Resources**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Do you want to learn to design a variety of floral arrangements including corsages, boutonnieres, and centerpieces? This course involves elements of color theory, tools of the trade, handling, and flower identification as well as the analysis of artistic floral styles. Learn more about the floral industry while earning your Fine Arts credit, and you may also look forward to becoming certified through the Texas State Floral Association. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.
Theatre I	**7603**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This survey course provides for the expressive use of the body and voice, acting concepts and skills, theatre production concepts and skills and theatrical history. Students may be required to attend theatre events and analyze their experiences. After successful completion of this course, students may audition for advanced theater courses.

Dual Credit Theatre Arts I (Theatre Appreciation)	**7603D**	**College Level Readiness in Reading AND Writing and University Requirements**	**Grade Level Recommendation: 11-12** **Credit: .5** This course is a survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required.
Theatre II	**7613**	**Theatre I**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Successful completion of prior Theatre level These courses are designed for the student who shows exceptional ability in drama and who wishes to take advanced courses in production. This course builds on the skills learned in Theater I, including the use of body and voice, acting styles, technical theater jobs and theatrical history. Students may be required to attend theater events as part of their grade requirement for these courses. Emphasis is on dramatic production in dramatic presentations.
Theatre III	**7623**		
Theatre IV	**7633W**		
Musical Theatre I	**7605**	**Successful completion of a Level I high school music, dance, or theatre course, or instructor approval.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will provide students a benefit from teaching and learning experience in these performance disciplines of musical theatre. Students will receive instruction so that they may make informed choices about the craft, college, and the profession. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.

Theatre Production I	**7643**	**Teacher Recommendation or Audition Process**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Theater Production classes are designed to provide advanced preparation for the actor and technician. The courses focus specifically on the production process of theater. Emphasis will be placed on producing performances for live audiences and further study of every facet of the production process. Auditioning and participation in school theatrical productions is required of Production students. These productions will require time after school and on weekends for rehearsals and performances.
Theatre Production II	**7653**		
Theatre Production III	**7663**		
Theatre Production IV	**7673W**		
Technical Theatre I	**7683**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This survey course explores all aspects of technical theater. Students will study dramaturgy, set design, scenic design, set construction, costume creation, theatrical make-up, theater business, and stage management and costume design. The student applies design, directing, and theatre production concepts and skills.
Technical Theatre II	**7693**	**Technical Theatre level I**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Students will continue to explore set design, scenic design, set construction, costume creation and theatrical make-up, theater business, stage management and costume design but at a deeper level. Students will often work on school productions in a practicum type setting. Attendance and participation in campus productions may be required.
Technical Theatre III	**7694**		
Technical Theatre IV	**7695W**		

Band	**6900 P.E. Substitution Band credit**	**Placement in the band program is by audition.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Public performance is an integral part of the band experience. Requirements will include after-school/before- school rehearsals and performances as the development of fundamental performance skills is emphasized. Students in the marching band rehearse 6-8 hours per calendar week beginning the first week of school until the final marching contest of the season usually around the beginning of November. Summer marching rehearsals begin in late July or August 1 depending on the needs of the band program and the school calendar. Freshman marching training sessions are sometimes held in May/June. Marching band students attend all varsity football games including playoff games. Marching rehearsal requirements for playoff games are significantly reduced to 1 or 2 hours per week. Members of competition marching bands participate in 3-5 marching contests as well as Saturdays in September and October. Marching bands may advance to the UIL Area and State Marching Championships. *Note: Students may receive a physical education substitution credit for the fall semester of marching band not to exceed one full credit.* An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Concert Band I	**7703**	**Placement is by audition for the advanced instrumental student.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** ***Wind Ensemble, Symphonic, and Concert Band*** – selection into any of these groups is by audition. These groups, at varying levels, will participate in the UIL Marching Contest, Solo and Ensemble Contest, and Concert and Sightreading Evaluation. Members in these groups will have one or more section rehearsal and may have an assigned hearing time outside of the school day for grading purposes. These groups will give a variety of performances. For UIL purposes, these groups will be listed as the Non-Varsity and Sub non-varsity bands. Participation in the marching band is an expectation of this class. Members of competition marching bands participate in 3-5 marching contests as well as Saturdays in
Concert Band II	**7713**		
Concert Band III	**7723**		
Concert Band IV	**7733W**		
Symphonic Band I	**7783**		
Symphonic Band II	**7793**		
Symphonic Band III	**7803**		
Symphonic Band IV	**7813W**		
Wind Ensemble I	**7855**		

Wind Ensemble II	**7856**		September and October. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Wind Ensemble III	**7857**		
Wind Ensemble IV	**7858W**		
Symphony Band I	**7915**	**Placement is by audition for the advanced instrumental student.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Members in this ensemble will participate in the TMEA Region Band process, UIL Marching Contest, Solo and Ensemble, and Concert and Sightreading Evaluation. Members of this group will have a one-hour section rehearsal and an assigned hearing time outside of the school day for grading purposes. The Symphony Band will give numerous performances both on and off campus. This group will be considered the "Varsity" band. Participation in the marching band is an expectation of this class. Members of competition marching bands participate in 3-5 marching contests as well as Saturdays in September and October. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Symphony Band II	**7916**		
Symphony Band III	**7917**		
Symphony Band IV	**7918W**		
Instrumental Ensemble I	**7823**	**Placement is by audition**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Instrumental ensembles are selected musical groups. Ensemble performance of the highest level is expected. Students will be involved in numerous performances/competitions. Participation in the marching band is an expectation of this class. Members of competition marching bands participate in 3-5 marching contests as well as Saturdays in September and October. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Instrumental Ensemble II	**7833**		
Instrumental Ensemble III	**7843**		
Instrumental Ensemble IV	**7853W**		
Jazz Band I	**7863**	**Selection into this group is by audition, director recommendation, and demonstration of academic proficiency.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Members of the Jazz Ensemble may be concurrently enrolled in one of the parent musical organizations (choir or concert band) at the discretion of the director. The Jazz Ensemble will give numerous performances
Jazz Band II	**7873**		

Jazz Band III	**7883**	**Student must be concurrently enrolled in a high school music ensemble class.**	both on and off campus. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Jazz Band IV	**7893W**		
Orchestra I	**7814**	**Placement is by audition**	**Grade Level Recommendation: 9 – 12** **Credit: 1** The high school orchestra program provides classes during the school day. Instructional priorities include instrument technique, musicianship, critical listening, cultural growth, basic music theory, creative self-expression, rehearsal, and concert etiquette, self-discipline, responsible citizenship, effective communication, problem solving, and production of quality musical products. Orchestra students are given an opportunity to continue musical growth and experience quality music literature. Several performance opportunities are provided for students in performing orchestras. Students may also participate individually in a series of auditions related to the all-state process as well as UIL Solo & Ensemble contests, and UIL Concert & Sightreading Evaluations. Orchestra membership requires a weekly section or full ensemble rehearsal. Additional rehearsals often occur leading up to major performances. Specific rehearsal and performance requirements for each orchestra are provided by the campus orchestra director. An annual $35 fee is charged to students selected by the program director to use school-owned instruments. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Orchestra II	**7815**		
Orchestra III	**7816**		
Orchestra IV	**7817W**		
Mariachi I HS	**7082**	**None**	**Grade Level Recommendation: 9 - 10** **Credit: 1** Beginner Mariachi Guitar – Available only on campuses where District-approved mariachi programs are offered. This is a beginner level course for students to learn guitar. During the course of study some students will learn vihuela or guitarron. Students will learn to read music, play their instrument, and perform. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.

Mariachi II HS	**7081**	**Because of the limited number of students that will be allowed in this course, an audition may be required.**	**Grade Level Recommendation: 9 - 10** **Credit: 1** Available only on campuses where District-approved mariachi programs are offered. During the course of study some students will learn guitar, vihuela or guitarron. Students will learn Mariachi technique, style, and interpretation through traditional, progressive, and contemporary music. Participants will be involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students may be required to purchase some materials and the cost may vary depending on the mariachi program and level of study. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Music & Media Communications	**7700**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This course is designed to provide access to rigorous and relevant instruction in music and media-based skills for those students entering high school who may not have an extensive background in music. The course is based on state skills and knowledge standards in music integrated with state standards for technology applications as well as College and Career Readiness and 21st Century skills. Students will use new technology and media-based resources for listening, recording, sharing, composing, and making music, working on authentic projects that build and expand their musical knowledge and technical skills. This course meets the state requirement for one high school fine arts credit. This course targets students not participating in traditional music classes and ensembles.

Tenor-Bass Choir I	**7903**	**No prerequisites for Level I. For levels II-IV, successful completion of prior Choir level.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Beginning Choir classes provide students who are new to music the opportunity to learn about the elements of music and their application in real life situations – no experience required. Intermediate Choir classes provide experienced vocal students with the opportunity to further their singing, music reading, and listening skills while working on self-discipline, team building, and leadership skills. In all classes there is a strong emphasis on music reading, vocal technique, positive attitudes, responsibility, and a strong work ethic. Students participate in many concerts each year and are expected to participate in UIL events. A variety of factors are used to determine choir placement. See your campus Choir Director for details regarding auditions and specific ensembles available. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Tenor-Bass Choir II	**7913**		
Tenor-Bass Choir III	**7923**		
Tenor-Bass Choir IV	**7933W**		
Treble Choir I	**7943**		
Treble Choir II	**7953**		
Treble Choir III	**7963**		
Treble Choir IV	**7973W**		
Chorale I	**7983**	**Placement is by audition**	**Grade Level Recommendation: 9 – 12** **Credit: 1** For the advanced vocal student who has demonstrated above-average performance in vocal technique, sightreading and audio perception. Students continue a higher level of competency in voice, theory, sightreading, intervallic and rhythmic analysis, while performing music from the Renaissance to the present, including spirituals, Broadway, and jazz/pop. Students participate in many concerts each year and are expected to participate in UIL events. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Chorale II	**7993**		
Chorale III	**7003**		
Chorale IV	**7013W**		
Vocal Ensemble I	**7023**	**Placement is by audition**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Vocal ensembles are select musical groups. Ensemble performances of the highest level of rigor are expected. Students will be involved in numerous performances/competitions. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Vocal Ensemble II	**7033**		
Vocal Ensemble III	**7043**		
Vocal Ensemble IV	**7053W**		

Music Theory – AP	**7093**	**Successful completion of at least one high school music ensemble course is strongly recommended. Successful completion of at least two years of a high school music ensemble course is preferred**.	**Grade Level Recommendation: 9 – 12** **Credit: 1** The student's ability to read and write musical notation is fundamental to this course. It is also strongly recommended that the student acquires at least basic performance skills in voice or on an instrument. Musicianship skills such as dictation, listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. This AP course will require students to dedicate themselves to study required by rigorous college-level standards of study. Students taking this course are expected to take the AP test upon completion. Carefully read the section describing the PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."
Dual Credit Music I (Music Appreciation)	**7083D**	**College Level Readiness in Reading AND Writing and University Requirements**	**Grade Level Recommendation: 11-12** **Credit: .5** This course develops an understanding of music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances.
Principles of Dance/PE	**6553**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This course will satisfy the Physical Education graduation requirement. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school. Dance I is an introductory course that provides students with an exploration of the fundamentals of movement in the following genres of dance: ballet, social, jazz, tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will begin the building foundations of dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness. May receive a one-year substitution credit for physical education (6553 PE Substitution Dance). Students may be required to purchase some materials. Cost may vary depending on the level of study.

Principles of Dance I	**7103**	**None for Level I; successful completion of prior Dance level**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school. This course will satisfy the fine arts requirements for graduation. Dance is a course that provides students with an exploration of movement in the following genres of dance: ballet, social, jazz, tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will build dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. As students progress through the dance levels, they will be encouraged to develop and create movement that demonstrates their previous knowledge of different dance genres and dance skills. Students will also evaluate the expression of ideas and emotions through movement as well as demonstrate personal evaluation of dance compositions. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Principles of Dance II	**7113**		
Principles of Dance III	**7123**		
Principles of Dance IV	**7133W**		
Advanced Dance I/PE	**6554**	**Instructor approval and/or audition and must have made the dance team.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This course will satisfy the Physical Education graduation requirement. Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school. Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students will continue to explore dance performance and technique. A wide variety of performance opportunities may be available outside of the school day at the instructor's discretion that will allow for students to increase their self-confidence, self-discipline, and dance appreciation. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students may be required to purchase some materials. Cost may vary depending on the level of study.

Advanced Dance I	**7134**	**Instructor approval and/or audition, must have either made the dance team or been selected to be in dance team prep.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school. This course will satisfy the Fine Arts requirement for graduation. Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students will continue to explore dance performance and technique through movement, vocabulary, kinesthetic awareness, and ongoing rehearsals. A wide variety of performance opportunities may be available outside of the school day at the instructor's discretion that will allow for students to increase their self-confidence, self-discipline, and dance appreciation. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Advanced Dance II	**7135**		
Advanced Dance III	**7136**		
Advanced Dance IV	**7137W**		
Dance Composition/Improvision I	**7155**	**Teacher Approval and Dance I**	**Grade Level Recommendation: 10 – 12** **Credit: 1** Dance Composition is designed to prepare students who have been selected as officers on the Dance Team. Students are provided with the opportunity to study, practice and develop group leadership and organizational skills, as well as their creativity in choreography and dance techniques. These skills include, but are not limited to: decision making, problem solving, communication, leadership, human relations, and understanding the need for social intelligence and civic responsibility. Dance class uniform is required. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Dance Composition/Improvision II	**7156**		
Dance Composition/Improvision IIII	**7157**		

ATHLETICS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Athletics	**See Chart**	**Placement is based on tryouts. The following competitive athletic programs are designed for those who are highly motivated to participate in team and individual UIL athletics.**	**Grade Level Recommendation: 9 – 12** **Credit:1** Participants are required to meet all UIL and LCISD regulations for participation. Student Athletes must maintain academic standards while devoting a great deal of time outside the school day toward these programs. Each sport listed requires approval by the coach of the sport involved.

	1st	2nd	3rd	4th
Baseball	6410	6420	6430	6440W
Basketball	6210	6220	6230	6240W
Cheerleading	6910	6920	6930	6940W
Cross Country	6610	6620	6630	6640W
Football	6110	6120	6130	6140W
Golf	6710	6720	6730	6740W
Soccer	6310	6320	6330	6340W
Softball	6450	6460	6470	6480W
Aquatics	6810	6820	6830	6840W
Tennis	6650	6660	6670	6680W
Track	6510	6520	6530	6540W
Trainer	6850	6860	6870	6880W
Volleyball	6150	6160	6170	6180W
Wrestling	6750	6760	6770	6780W
Off Campus PE*	6031	6032	6033	6034W

PHYSICAL EDUCATION, JROTC, & CHEERLEADING

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Lifetime Fitness & Wellness Pursuits	**6004**	**None**	**Grade Level Recommendation: 9 – 12** **Credit:1** Lifetime physical fitness that includes the following topics: stress management; sound nutritional practices; consumer issues; safety in fitness; lifestyles that affect fitness; attitudes that affect fitness
Skill-Based Lifetime Activities	**6005**	**None**	**Grade Level Recommendation: 9 – 12** Credit: 1 Students acquire the knowledge/skills for movement that provide the foundation for enjoyment, continued social development through physical activity and an understanding of the relationship between physical activity and health throughout one's life span. Students are exposed to a variety of activities that promote health-related fitness. A major expectation of the course is for students to design a personal fitness program that uses aerobic activities.
Cheerleading	**6910** **6920** **6930** **6940W**	**Placement based on competitive tryouts**	**Grade Level Recommendation: 9 – 12** **Credit:1** This course is designed for cheerleaders who are selected through competitive tryouts; course will provide opportunities for individuals to develop skills, techniques, and conditioning necessary to be a successful cheerleader.
Principles of Dance/PE	**6553**	**None**	**Grade Level Recommendation: 9** **Credit:1** This course will satisfy the Physical Education graduation requirement. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school. Dance I is an introductory course that provides students with an exploration of the basics of movement in the following genres of dance: ballet, social, jazz,tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will begin the building foundations of dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness

Advanced Dance I/PE	**6554**	**Instructor approval and/or audition and must have made the dance team.**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This course will satisfy the Physical Education graduation requirement. Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school. Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students may be required to purchase some materials. Cost may vary depending on the level of study.
JROTC	**6051** **6060** **6070** **6080W** **(6050 P.E. substitute)**	**Conference with JROTC instructor recommended prior to enrollment**	**Grade Level Recommendation: 9 – 12** **Credit: 1** Taught at Lamar Consolidated High School and Terry High School; available to all LCISD HS students. Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its students to become well-informed, helpful, and healthy citizens by using a military model to teach leadership, discipline, and organizational skills. The curriculum is composed of Aerospace Science (40%), Leadership Education (40%) and Health and Wellness Education (20%). This course stresses communication skills and cadet corps activities. Additionally, drills and ceremonies, and uniform wear will be incorporated into portions of the Leadership Education curriculum for all cadet year groups. Health and Wellness Education uses the Presidential Physical Fitness program to track physical improvement and an Air Force Junior ROTC-approved curriculum emphasizing a healthy lifestyle. To enhance classroom learning, students participate in extracurricular activities such as field trips, social functions, and specialized teams. Wear the Air Force uniform at least once per week is required to complete the course; uniform items are provided. Cadets will also have to meet personal grooming standards specific to males and females, primarily with respect to hair and facial hair.
Lifetime Recreation and Outdoor Pursuits	**6015**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: 1** The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

GENERAL ELECTIVES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
AVID I	**5020**	**AVID Application and Acceptance**	**Grade Level Recommendation: 9** **Credit: 1** AVID Elective Students receive instruction using a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own goals and choices. AVID l serves as a review of the AVID philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students increase their awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams while refining study skills and test taking, note-taking, and research techniques. Students take an active role in field trips and guest-speaker preparations and presentations. College research includes financial topics and building their knowledge of colleges and careers of interest.
AVID II	**5021**	**AVID I (highly recommended but not required)**	**Grade Level Recommendation: 10** **Credit: 1** Students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest based on personal interests and goals.

Health (Elective)	**6000**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: .5** Concepts of social emotional wellness; physical fitness; sleep; nutrition and weight control (eating disorders); human reproduction; grooming; dental care; preventative diseases; alcohol, tobacco, and drug abuse; first aid; accident prevention; the role of community health services and family unit upon physical, social and emotional development.
PAL I (Elective)	**4733**	**Enrollment through application process**	**Grade Level Recommendation: 11 or 12** **Credit: 1** Students learn listening, communication, and problem-solving skills and help peers through tutoring and mentoring. PAL presents classes on various topics requested by feeder schools. PALs complete school and community service hours.
PAL II (Elective)	**4833**	**Enrollment through application process and PAL I**	**Grade Level Recommendation: 12** **Credit: 1** Expand skills developed in PAL I.
Teen Leadership (Elective)	**4763**	**None**	**Grade Level Recommendation: 9 – 12** **Credit: .5** Teen Leadership is a program in which students develop leadership, personal, professional, and business skills. Students learn to develop a healthy self-concept, healthy relationships, and personal responsibility. Self-awareness, self-control, self-motivation, social skills, and personal image are further developed through an understanding of emotional intelligence and public speaking and communication skills. Students develop skills in principle-based decision-making, problem solving and goal setting enabling them to become better individuals, family members and citizens.
Student Leadership (Elective)	**4863**	**Application process**	**Grade Level Recommendation: 9 – 12** **Credit: 1** This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. Students enrolled apply these skills in dealing with peers, school administration and the community.

English Language Development Acquisition (ELDA)	**1452**	**Credit Corequisite: This course must be taken concurrently with recommended language arts course: ESOL I and ESOL II, LPAC placement required.**	**Grade Level Recommendation: 10 – 12** **Credit: 1** This course is designed to provide opportunities for secondary students who are recent immigrants with little or no English proficiency. It is specifically designed for students who have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course addresses cognitive, linguistic, and affective needs and enables students to become increasingly more proficient in English in all four language domains. This course will validate each student's native language and culture as a valuable resource and as a foundation to attain the English language. It will help newly arrived and preliterate students develop social language, survival vocabulary, and the basic building blocks of literacy. Through comprehensible input, students will have access to curriculum that accelerates second language acquisition. This course prepares students by effectively integrating second language acquisition with quality content area instruction. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.
Practical Writing (Elective)	**1943**	**English II**	**Grade Level Recommendation: 10 – 12** **Credit: 1** This course emphasizes the use of the writing process for both self-selected and assigned topics. Students will apply effective prewriting strategies, develop organized drafts, use appropriate vocabulary, sentence structure, and transitions, and revise and edit drafts as appropriate. Additionally, students will read and analyze informational mentor texts to determine the intended audience and author's purpose for writing. This will strengthen the students' understanding of the connection between reading and writing.

Sports Medicine I	**7063**	**Biology; Must complete an application process and have instructor approval.**	**Grade Level Recommendation: 10 – 12** **Credit: 1** This course bridges the gap between health class and clinical rotation for students interested in medical related careers. Students will study prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation, and management skills.
Sports Medicine II	**7073**	**Sports Medicine I. Must complete an application process and have instructor approval.**	**Grade Level Recommendation: 11 – 12** **Credit: 1** This course is for students to further their studies in athletic training. It provides an in-depth study and application of the components of sports medicine including but not limited to basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuriesto the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside- of-class time homework and time required working with athletes and athletic teams.

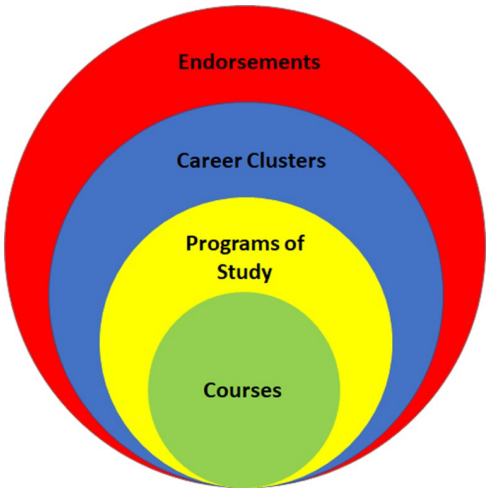
AP NON-ENDORSEMENT ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
AP Seminar	**5803**	**English II**	**Grade Level Recommendation: 11 – 12** **Credit: 1** AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. The course will require students to dedicate themselves to studying rigorous, college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule."
AP Research	**5804**	**AP Seminar**	**Grade Level Recommendation: 12** **Credit: 1** AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. The course will require students to dedicate themselves to studying rigorous, college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule."

CAREER AND TECHNICAL EDUCATION

LCISD CAREER & TECHNICAL EDUCATION PROGRAMS OF STUDY

All Career & Technical Education (CTE) courses specifically support the Business & Industry, Public Service, and STEM endorsement categories for the Foundation High School Program + Endorsement graduation plan. The following diagram and definitions may help assist you in understanding how CTE courses and programs fit within the graduation plan.



Endorsements: 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. There are five (5) endorsement areas:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multi-Disciplinary Studies

Career Clusters: A career cluster is a group of careers that share common themes. There are 14 Texas identified career clusters that are aligned with the five (5) endorsement categories. Lamar CISD has programs of study in 11 of these clusters.

- Agricultural, Food, & Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Law and Public Services
- Manufacturing
- Science, Technology, Engineering, and Mathematics (STEM)
- Transportation, Distribution, and Logistics

Programs of Study: A program of study is a coordinated, non-duplicative sequence of courses which progress in specificity, beginning with all aspects of industry and leading to more occupation specific instruction. Currently, Lamar CISD offers 20 programs of study.

- Animal Science
- Applied Agricultural Engineering
- Plant Science
- Carpentry
- HVAC & Sheet Metal
- Design & Multimedia Arts
- Digital Communications
- Business Management
- Marketing & Sales
- Teaching & Training
- Healthcare Diagnostics
- Healthcare Therapeutic
- Culinary Arts
- Law Enforcement
- Welding
- Cybersecurity
- Engineering
- Programming & Software Development
- Automotive
- Diesel & Heavy Equipment

CTE DUAL CREDIT COURSES

CTE Dual Credit Courses	College Credit Hours	ContactHours	High School Credit Course Takenon High School Campus	Course Grade Level	High School Credit
Architecture and Construction Career Cluster					
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I – Dual	4 3	2 2	7250WD (Fall) 7250XD (Spring)	11	1 1
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II - Dual	4 3	2 2	7260WD (Fall) 7260XD (Spring)	12	1 1
Manufacturing Career Cluster					
Welding I - Dual	4 3	2 2	7181WD (Fall) 7181XD (Spring)	10 or 11	1 1
Welding II - Dual	4 3	2 2	7183WD (Fall) 7183XD (Spring)	11 or 12	1 1
Cyber Security Technology – STEM Career Cluster					
Practicum in Information Technology (1st time) - Dual	3 3	2 2	7946WD (Fall) 7946XD (Spring)	11	1 1
Practicum in Information Technology (2nd time) - Dual	3 3	2 2	7948WD (Fall) 7948XD (Spring)	12	1 1
Transportation, Distribution, And Logistics Career Cluster					
Automotive Technology I: Maintenance and Light Repair - Dual	3 3	2 2	8420WD (Fall) 8420XD (Spring)	10	1 1
Automotive Technology II: Maintenance and Light Repair - Dual	4 3	2 2	8430WD (Fall) 8430XD (Spring)	11	1 1
Diesel Equipment Technology I - Dual	3 3	2 2	8450WD (Fall) 8450XD (Spring)	11	1 1
Diesel Equipment Technology II - Dual	4 4	2 2	8460WD (Fall) 8460XD (Spring)	12	1 1

AGRICULTURE, FOOD, AND NATURAL RESOURCES

1) ANIMAL SCIENCE
Program of Study

2) APPLIED AGRICULTURAL ENGINEERING
Program of Study

3) PLANT SCIENCE
Program of Study

The Agriculture, Food, & Natural Resources focuses on the essential elements of life – water, air, food, and land. Students that choose this pathway will have opportunities to learn how vital plant and animal science is to society as well as the necessity of protecting natural resources, wilderness, and wildlife. Opportunities are also available to raise and show small and large livestock as well as participate in Future Farmers of America (FFA) and gain valuable leadership experience. Students can also choose to pursue a career in Veterinary Medical Applications and earn entry-level Veterinary Technician certification. In addition to working with animals, students in this cluster can also gain valuable skills in metal fabrication and welding. Industry standard training is taught to help students earn entry-level welding certifications. Floral certification is available under the Plant Science Pathway.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

Endorsement: Business & Industry

Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	Small Animal Management Equine Science
Level 3	No Level 3 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 4	Veterinary Medical Applications Advanced Animal Science Practicum in Agriculture, Food and Natural Resources (Veterinary Medical Applications)

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Veterinary Assistant – Level 1	Food Science and Technology	Animal Sciences	Genetics
Elanco Veterinary Medical Applications	Veterinary Studies	Agriculture	Veterinary Medicine
Elanco Fundamentals of Animal Science	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
	Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,135	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

Career & Technical Student Organization (CTSO)
Texas FFA

Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITES	COURSE DESCRIPTION	CERTS OFFERED
Principles of Agriculture, Food, and Natural Resources	**7105**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member.	**None**
Small Animal Management	**7120**	**Principles of Agriculture, Food, & Natural Resources**	**Recommended Grade Level: 9 or 10** **Credit: .5** Why does a dog pant? What makes a cat purr? Find the answers to these questions and much more. This course focuses on the anatomy, management, and care of small animals, not just dogs and cats. Learn breeds or types of each species; discuss the habitats, nutritional requirements, and health maintenance.	**None**
Equine Science	**7121**	**Principles of Agriculture, Food, & Natural Resources**	**Recommended Grade Level: 9 or 10** **Credit: .5** This course is an introduction to the basics of horse care and management. During the semester, students will develop an understanding of the equine industry including selection, health, and management, as well as horse handling and breeding. We will examine equine nutrition as it pertains to performance, as well as issues affecting the equine industry.	**None**
Veterinary Medical Applications	**7190**	**Equine Science and Small Animal Management**	**Recommended Grade Level: 10 or 11** **Credit: 1** Prepare for your future career in the field of animal science. Learn principles of veterinary medical ethics, and veterinary medical terminology. Identify/evaluate animal diseases and internal/external parasites, as well as behavioral problems for both large and small animal species. Work on skills needed to advance toward the Certified Veterinary Assistant Level 1 Certification.	**Elanco Veterinary Medical Applications**
Advanced Animal Science	**7130W**	**Biology, Chemistry or IPC, Geometry; Veterinary Medical Applications (Credit or concurrently enrolled)**	**Recommended Grade Level: 11 or 12** **Credit: 1** Take a deeper look into the animal industry by studying various livestock anatomy and physiology. Sample topics include diseases, reproduction, genetics, and heredity. Hands-on activities and labs are an essential part of this course. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.	**Elanco Fundamentals of Animal Science**

Practicum in Agriculture, Food, and Natural Resources: Veterinary Medical Applications	**7195W (1ST Time) 7196 (2nd Time)**	**Veterinary Medical Applications**	**Recommended Grade Level: 11 or 12** **Credit: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6-weeks. Training station evaluation will count as 30% of the student's grade. This year-long course offers students the chance to participate in an industry internship related to veterinary science. You will work with the classroom teacher to complete tasks and hours needed towards the Certified Veterinary Assistant Level 1 Certification. Research animal behavior, diseases, and illnesses, plus study animals and how they affect the environment, diagnosis, and treatment of animal illnesses.	**Certified Veterinary Assistant Level I**
Practicum in Agriculture, Food, and Natural Resources: Veterinary Medical Applications	**7195EW (1st Time)** **7196E (2nd Time)**	**Veterinary Medical Applications**	**Recommended Grade Level: 11 or 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours in a teacher- approved training station (paid or unpaid off site) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Agriculture, Food & Natural Resources: Veterinary Medical Applications. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Agriculture, Food & Natural Resources: Veterinary Medical Application skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training and industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Veterinary Assistant Level 1**

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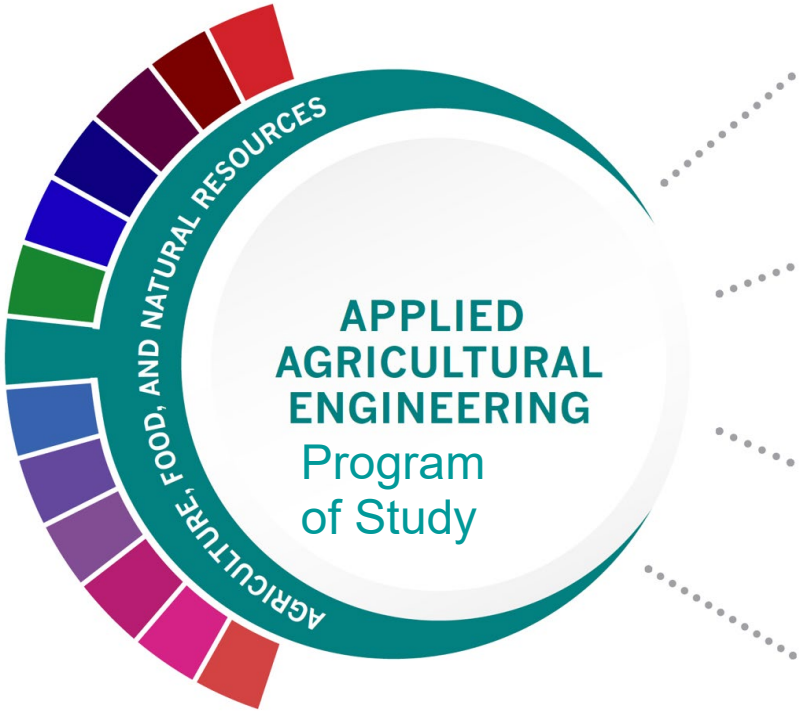
ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	Agricultural Mechanics and Metal Technologies/Lab
Level 3	Agricultural Structures Design and Fabrications/Lab
Level 4	Practicum in Agriculture, Food, and Natural Resources - Applied Agricultural Engineering

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
AWS SENSE Welding Level 1	Heavy Equipment Maintenance Technology/ Technician	Agricultural Engineering	Agricultural Engineering
AWS D1.1 or D9.1 Certification	Agricultural Mechanization, General	Agricultural Mechanization, General	Agricultural Mechanization, General
	Small Engine Mechanics and Repair Technology/ Technician		
	Welding Technology/ Welder		

Occupations	Median Wage	Annual Openings	% Growth
Outdoor Power Equipment and Other Small Engine Mechanics	$32,406	366	16%
Welders	$41,350	6,171	9%
Farm Equipment Mechanics and Service Technicians	$39,915	304	17%
Mobile Heavy Equipment Mechanics	$47,299	1,627	16%
Agricultural Engineers	$64,792	9	13%
Career & Technical Student Organization (CTSO			
FFA			

The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Applied Agricultural Engineering program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITES	COURSE DESCRIPTION	CERTS OFFERED
Principles of Agriculture, Food, and Natural Resources	**7105**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as an FFA member.	**None**
Agricultural Mechanics and Metal Technologies /Lab	**7150**	**Principles of Agriculture, Food, and Natural Resources**	**Recommended Grade Level: 9 or 10** **Credit: 1** Looking for hands-on innovative new ways to learn about welding? Then this is the class for you! In this class you will be introduced to various skills in metal fabrication including oxyacetylene, plasma arc cutting, arc, MIG, and TIG welding applications. Instructor will provide industry standard training.	**AWS**
Agricultural Structures Design and Fabrications/ Lab	**7160**	**Agricultural Mechanics and Metal Technologies**	**Recommended Grade Level: 10 or 11** **Credit: 1** Fine tune your welding skills, while preparing for an industry certification that will make you employable in the real world. Instructor will provide industry standard training and students will work towards AWS certification.	**AWS**
Practicum in Agriculture, Food, and Natural Resources: Applied Agriculture	**7161W (1st Time)** **7162 (2nd Time)**	**Agricultural Structures Design and Fabrication**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6-weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Applied Agricultural Engineering. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Applied Agricultural Engineering skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**AWS**

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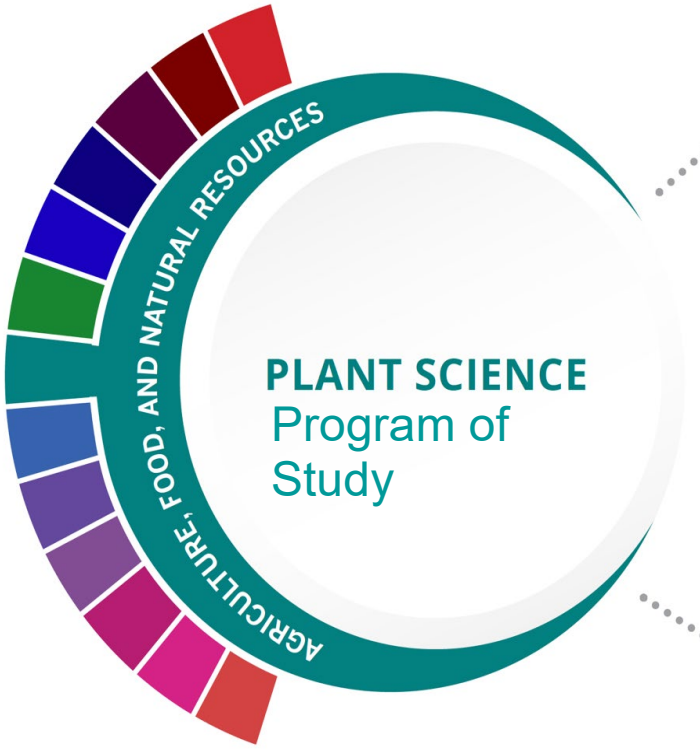
ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	No Level 2 course offered in the Program of Study. Current sequence completes the Endorsement requirements.
Level 3	Floral Design
Level 4	Advanced Floral Design Practicum in Agriculture, Food, and Natural Resources – Floral Design

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Texas State Floral Association Level One Floral Certification	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General
Texas State Floral Association Level Two Floral Certification	Ornamental Horticulture	Agronomy and Crop Science	Agronomy and Crop Science
	Agricultural Business and Management, General	Agricultural Business and Management, General	Agricultural Business and Management, General
Career & Technical Student Organization (CTSO)			
Texas FFA			

Occupations	Median Wage	Annual Openings	% Growth
Floral Designer	$25,655	362	-.5%
Floral/Food Service	$50,000	3,014	22.2%
Event Planner	$53,944	1,261	19%

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Agriculture, Food, and Natural Resources	**7105**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member.	**None**
Floral Design	**7153**	**Principles of Agriculture, Food, and Natural Resources**	**Recommended Grade Level: 9 or 10** **Credit: 1** Do you want to learn to design a variety of floral arrangements including corsages, boutonnieres, and centerpieces? This course involves elements of color theory, tools of the trade, handling, and flower identification as well as the analysis of artistic floral styles. Learn more about the floral industry while earning your Fine Arts credit, and you may also look forward to becoming certified through the Texas State Floral Association. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Texas State Floral Association, Knowledge based**
Advanced Floral Design	**7159**	**Floral Design**	**Recommended Grade Level: 10 or 11** **Credit: 1** Advance your skills needed to enter the work force as a floral designer or freelance event designer. You will gain knowledge of design elements and planning techniques used to produce unique specialty floral designs that support the goals and objects of the event.	**Texas State Floral Association, Level 1**

Practicum in Agriculture, Food, and Natural Resources – Floral Design	**7163W (1st time taken)** **7164 (2nd time taken)**	**Advanced Floral Design**	**Recommended Grade Level: 11 and/or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6-weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Floral Design. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Floral Design skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Texas State Floral Association, Level 2**

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ENDORSEMENT: BUSINESS & INDUSTRY

1) **CARPENTRY**
Program of Study

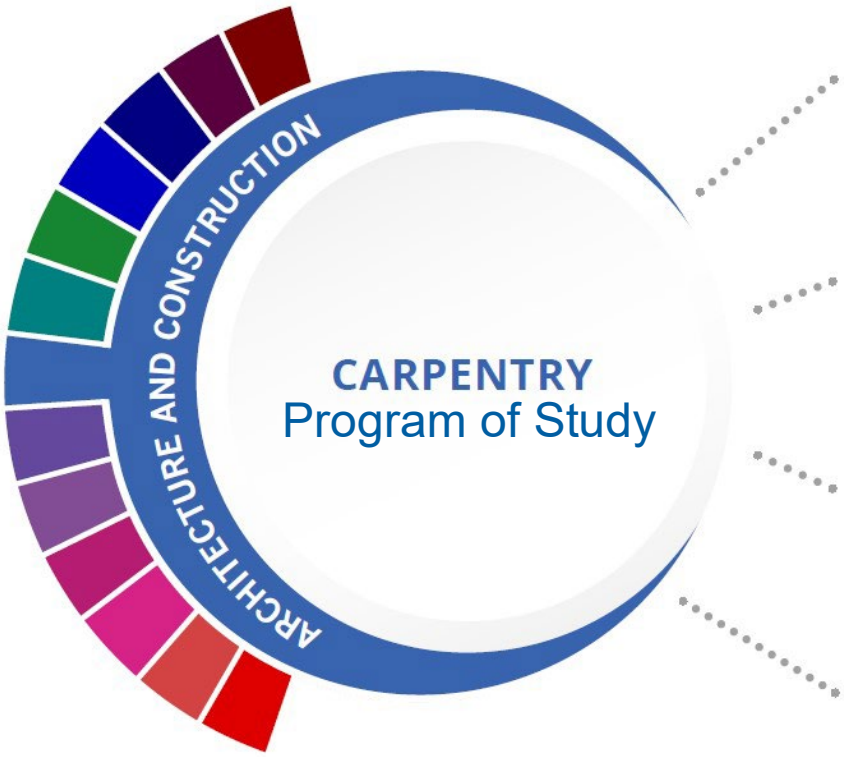
2) **HVAC AND SHEET METAL – DUAL CREDIT THROUGH TSTC**
Program of Study

The Architecture and Construction career cluster gives students that like to design and build, the chance to hone their skills with tools and technology or decorate with flooring, paint, furniture, and art. Students interested in construction will learn about the variety of construction trades jobs in the commercial and residential construction industry. These include craft workers such as carpenters, electricians, plumbers, welders, boilermakers, stonemasons, and more. Students will also learn about management and design. Each student completes Occupational Safety & Health Administration (OSHA) Career Safe training and works toward their National Center for Construction Education and Research (NCCER) certifications. They can also participate in Skills USA competitions and gain experience in areas such as designing, planning, managing, building and maintaining the built environment. Dual Credit opportunities through Texas State Technical College (TSTC) are also available for students interested in the area of Heating, Ventilation Air Conditioning (HVAC) & Refrigeration Technology.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	No Level 1 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 2	Construction Technology I
Level 3	Construction Technology II
Level 4	Practicum in Construction Technology

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER Core Curriculum	Carpentry/ Carpenter	Construction Science	Construction Management
	Industrial Mechanics and Maintenance Technology		

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	$35,922	5,031	26%
Cost Estimators	$63,939	2,239	21%

Career & Technical Student Organization (CTSO)
SkillsUSA

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment.

Successful completion of the Carpentry program of study will fulfill the requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITES	COURSE DESCRIPTION	CERTS OFFERED
Construction Technology I	**7220**	**None**	**Recommended Grade Level: 9 or 10** **Credits: 2** Do you like to use your hands? This is a year-long construction carpentry course which includes knowledge of and the ability to apply the construction process of house foundation, framing, roofing, and exterior and interior finishing. Begin with raw materials and produce a finished project, using a variety of hand and power tools. The instructor will provide industry standard training. Course taught at THS only, but available to students at all LCISD high schools. Enrollment is limited. Students will work toward NCCER Core certification.	**NCCER**
Construction Technology II	**7230**	**Construction Technology I**	**Recommended Grade Level: 10 or 11** **Credits: 2** This year-long course is a continuation of Construction Technology I. Efforts will be directed toward the residential construction process of foundation, framing, roofing, exterior and interior finishing. Students will develop advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, supervisors or prepare for a postsecondary degree in Construction Management, Architecture or Engineering. The instructor will provide industry standard training. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited. Students will work toward NCCER Core certification.	**NCCER**
Practicum in Construction Technology I	**7240W**	**Construction Technology II**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. In Practicum of Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. 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. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.	**NCCER**

Practicum in Construction Technology I – Extended	**7240EW**	**Construction Technology II**	**Recommended Grade Level: 11 or 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Construction Technology. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. This occupationally specific course is designed to provide classroom technical instruction or on- the-job training experiences. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.	**NCCER**
Practicum in Construction Technology II	**7241**	**Practicum in Construction Technology I**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. In Practicum of Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. 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. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited. This course completes the coherent sequence in the field of Construction Technology. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. This occupationally specific course is designed to provide classroom technical instruction or on- the-job training experiences. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.	**NCCER**

Practicum in Construction Technology II - Extended	**7241E**	**Practicum in Construction Technology I**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Construction Technology. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. This occupationally specific course is designed to provide classroom technical instruction or on- the-job training experiences. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.	**NCCER**

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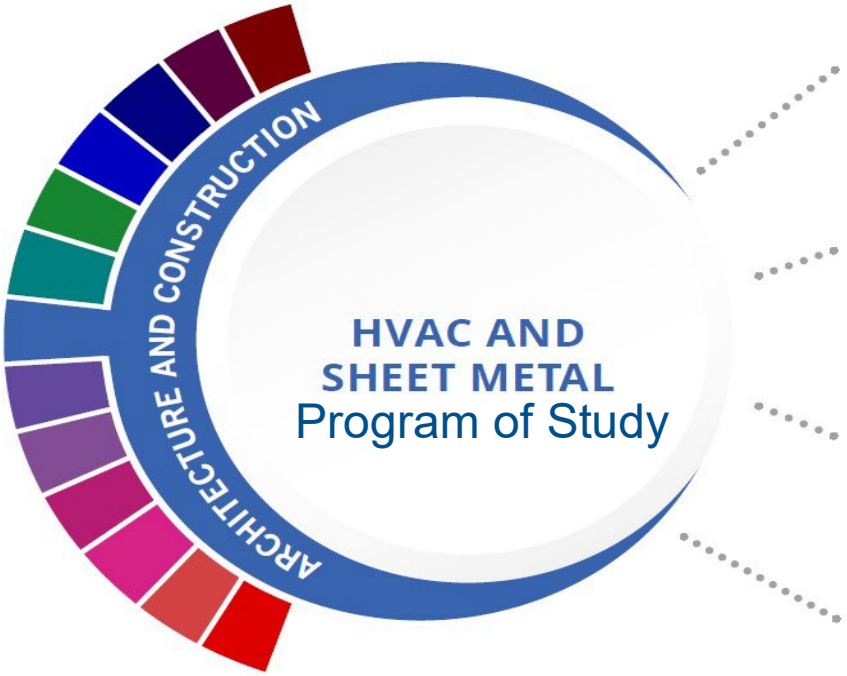
ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	No Level 1 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 2	No Level 2 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 3	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I – Dual Credit through TSTC
Level 4	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II – Dual Credit through TSTC

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER HVAC, Level 1	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
	Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/ Technician	Construction Engineering Technology/ Technician	Construction Engineering
	Business/ Commerce, General	Business/ Commerce, General	Business/ Commerce, General

Occupations	Median Wage	Annual Openings	% Growth
Heating, Air Conditioning, and Refrigeration Mechanics	$41,808	3,356	26%
Sheet Metal Workers	$37,419	1,479	17%
Cost Estimators	$63,939	2,239	21%

Career & Technical Student Organization (CTSO)
SkillsUSA

The HVAC and Sheet Metal program of study explores the occupations and educational opportunities associated with installing, serving, or repairing heating and air conditioning systems and also the fabrication, assembly, installation, and repair of sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings. This program of study may also include exploration into preparing cost estimates for certain construction projects involving heating and air conditioning and sheet metal.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment.

Successful completion of the HVAC and Sheet Metal program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Construction Technology I	**7220**	**None**	**Recommended Grade Level: 9 or 10** **Credits: 2** Do you like to use your hands? This is a year-long construction carpentry course which includes knowledge of and the ability to apply the construction process of house foundation, framing, roofing, and exterior and interior finishing. Begin with raw materials and produce a finished project, using a variety of hand and power tools. The instructor will provide industry standard training. Course taught at THS only, but available to students at all LCISD high schools. Enrollment is limited. Students will work toward NCCER Core certification.	**NCCER**
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I – Dual Credit through TSTC	**7250WD (Fall)** **7250XD (Spring)**	**Construction Technology I, Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 11** **Credit: 1** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621'2 Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for HVAC Technology. Successful completion will result in TSTC credit. The course will take place at the TSTC campus. If needed, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**HVAC Tech Level I**
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II – Dual Credit through TSTC	**7260WD (Fall)** **7260XD (Spring)**	**Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I. Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 12** **Credits: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621'2 Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for HVAC Technology. Successful completion will result in TSTC credit. The course will take place at the TSTC campus. If needed, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses	**HVAC Tech Level I**

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ENDORSEMENT: BUSINESS & INDUSTRY

1) DESIGN & MULTIMEDIA ARTS
Program of Study

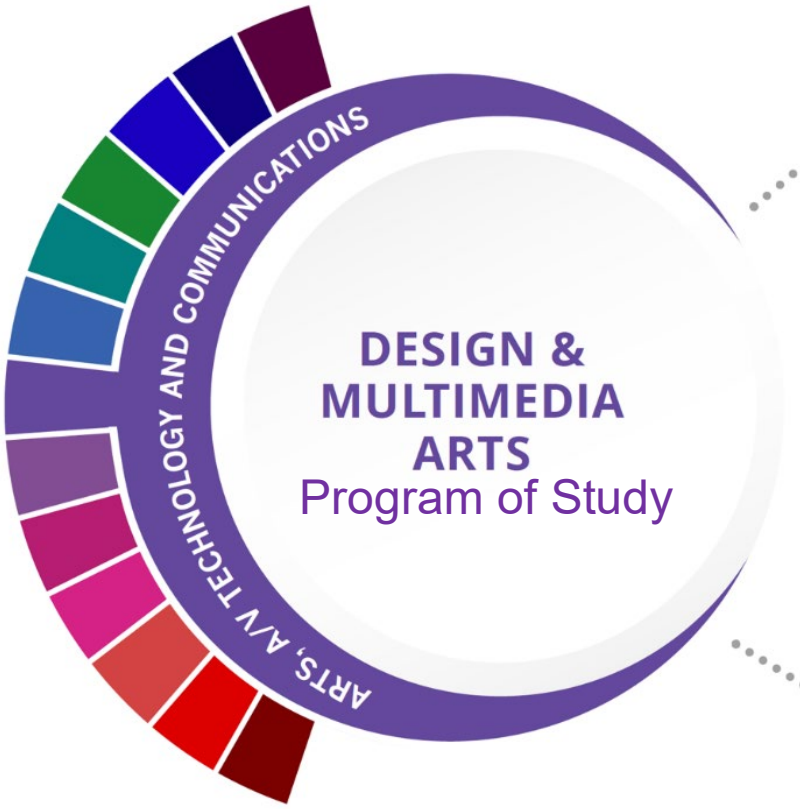
2) DIGITAL COMMUNICATIONS
Program of Study

The Arts, Audio/Video Technology, & Communications cluster gives students the opportunity to learn how to utilize their creativity, while strengthening academics, oral and written communication skills. Students can explore the various avenues that are included in this career cluster. Graphic Design & Illustration spans all aspects of the advertising and visual communication industries and focuses on fundamental elements and principles of visual art and design through a hands-on approach. Audio/Video Production focuses on pre-production, production, and post-production while creating audio and video activities. Students that choose this cluster will find a variety of opportunities to be creative, express themselves, and learn how to use new and exciting technology. Industry standard training is taught to help students earn entry-level adobe certifications.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	Principles of Arts, A/V Technology, and Communications
Level 2	Graphic Design and Illustration I
Level 3	Graphic Design and Illustration II
Level 4	Practicum in Graphic Design and Illustration

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
	Graphic Design	Graphic Design	Graphic Design
	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/ Multimedia

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

Career & Technical Student Organization (CTSO)
Participate in SkillsUSA or TSA

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and proficiency in oral and written communication.

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement.

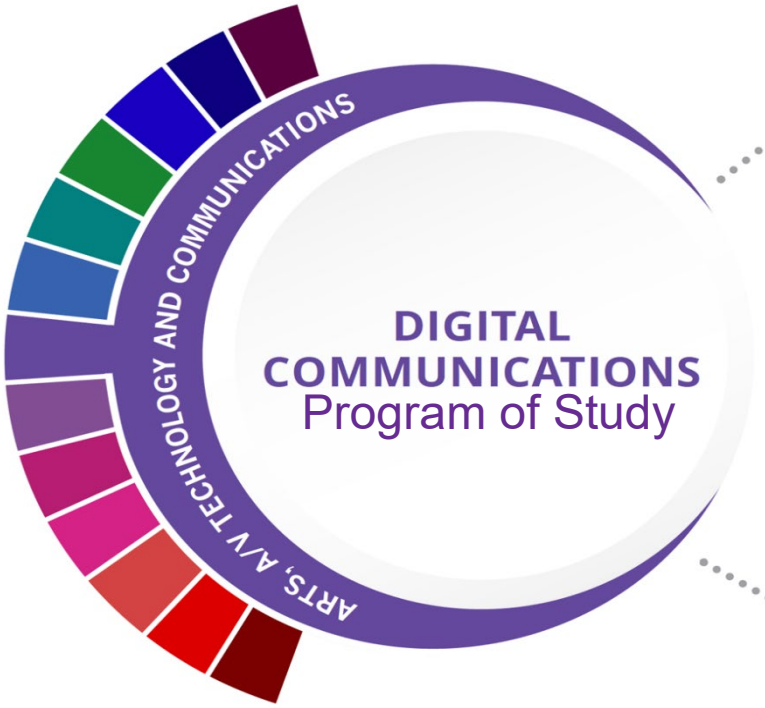
COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Arts, A/V Technology, and Communications	**8025**	**None**	**Recommended Grade Level: 9** **Credit: 1** Are you creative and have an interest in technology? Then this is the career for you. Learn how to utilize your creativity, while strengthening your academic, oral and written communication skills. Explore the various avenues that are included in this career cluster.	**None**
Graphic Design and Illustration I	**8055**	**Principles of Arts, A/V Technology, and Communications**	**Recommended Grade Level: 10** **Credit: 1** Graphic Design & Illustration I spans all aspects of the advertising and visual communication industries. In addition to developing knowledge and skills needed for success in Arts, Audio/Video Technology and Communications career clusters, you will focus on fundamental elements and principles of visual art and design through a hands-on approach.	**None**
Graphic Design and Illustration II	**8056L**	**Graphic Design and Illustration I**	**Recommended Grade Level: 11** **Credits: 2** In Graphic Design & Illustration Lab II you will create logos, branding, infographics, product prototypes and packaging, poster design and large format graphics, as well as using specialized photographic techniques. Industry certification testing will be available for Adobe Certified Associate: Photoshop or Illustrator to all students meeting testing criteria; see teacher for these details.	**Adobe Certified Professional: Photoshop or Illustrator**
Practicum in Graphic Design and Illustration	**8058W**	**Graphic Design & Illustration II**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. The Practicum in Graphic Design & Illustration 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. This course requires employment to allow students to become proficient in the Graphic Design area. The coursework will focus on customer service, building on design principles, specialized photographic techniques, and technology. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Adobe Certified Professional: Photoshop or Illustrator**

Practicum in Graphic Design and Illustration – Extended	**8058EW**	**Graphic Design & Illustration II**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Graphic Design & Illustration. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Graphic Design & Illustration skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training.	**Adobe Certified Professional: Photoshop or Illustrator**

FOR ADDITIONAL INFORMATION ON THE ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/
TO LEARN MORE ABOUT OUR CTE PROGRAMS. Lamar Consolidated ISD does not 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 Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Lamar Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

ENDORSEMENT: BUSINESS & INDUSTRY



Level 1	Principles of Arts, A/V Technology, and Communications
Level 2	Audio/Video Production I
Level 3	Audio Video Production II
Level 4	Practicum of Audio/Video Production

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Premiere Pro	Recording Arts Technology/ Technician	Recording Arts Technology/ Technician	Communications Technology/ Technician
	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production
	Radio and Television Broadcasting Technology/ Technician	Radio and Television	Radio and Television
	Music Technology	Agricultural Communication/ Journalism	Agricultural Communication/ Journalism

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

Career & Technical Student Organization (CTSO)
Participate in SkillsUSA or TSA

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and proficiency in oral and written communication.

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Arts, A/V Technology, and Communications	**8025**	**None**	**Recommended Grade Level: 9** **Credit: 1** Are you creative and have an interest in technology? Then this is the career for you. Learn how to utilize your creativity, while strengthening your academic, oral, and written communication skills. Explore the various avenues that are included in this career cluster.	**None**
Audio/Video Production I	**8029**	**Principles of Arts, A/V Technology, and Communications**	**Recommended Grade Level: 10** **Credit: 1** Careers in audio and video technology and film production span across all aspects of the audio/video communication industry. You will focus on preproduction, production, and post-production while creating audio and video projects.	**None**
Audio Video Production II	**8035L**	**Audio/Video Production I**	**Recommended Grade Level: 11** **Credits: 2** In Audio/Video Production Lab II you will learn how to operate the different types of cameras, and audio techniques, along with digital editing and film production. Industry certification testing will be available for Adobe Certified Associate: Premiere Pro to all students meeting testing criteria; see teacher for these details.	**Adobe Certified Professional: Premiere Pro**
Practicum of Audio/Video Production	**8036W**	**Audio Video Production II**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. The Practicum in Audio/Video Production course, students will build upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. They will develop an increasing understanding of the industry with a focus on applying pre-production, production, and postproduction audio and video products in a professional environment. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Adobe Certified Professional: Premiere Pro & After Effects**

Practicum of Audio/Video Production – Extended	**8036EW**	**Audio/Video Production II**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an Interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Audio/Video Production. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Audio/Video Production skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Adobe Certified Professional: Premiere Pro & After Effects**

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ENDORSEMENT: BUSINESS & INDUSTRY

1) **BUSINESS MANAGEMENT**
Program of Study

2) **MARKETING AND SALES**
Program of Study

The Business, Marketing, and Finance cluster includes numerous areas of focus for students that are interested in the successful operations of businesses and organizations. This cluster is one of the fastest growing sources of employment and high paying jobs in the United States. Courses offered give students multiple opportunities to learn about careers in business and hone skills that are valuable in business. Students can also extend their learning through Distributed Education Clubs of America (DECA), the career and technical student organization devoted to preparing students for careers in business-oriented fields. Industry standard training is taught to help students earn entry-level Microsoft Office Specialist (MOS) certifications.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

ENDORSEMENT: BUSINESS & INDUSTRY

Level 1	Principles of Business, Marketing, and Finance Business Information Management I
Level 2	Business Information Management II
Level 3	Business Management
Level 4	Practicum in Business Management

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert – Word	Business/ Commerce	Business/ Commerce	Business Management
	Public Administration	Public Administration	Public Administration
	Business Management	Management Science	Management Science

Career & Technical Student Organization (CTSO)
DECA

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Business, Marketing, and Finance, 8th Grade Only	**7309**	**None**	**Recommended Grade Level: 8** **Credit: 1** Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).	**None**
Business Information Management I	**7310**	**None**	**Recommended Grade Level: 9 or 10** **Credit: 1** Do you have what it takes to get a good paying job? Do you have computer skills to help you get ahead in school and the workforce? Take this class to move you forward in society. You will develop skills in Microsoft Office Suite that will strengthen your individual performance in the workplace and in society to make a successful transition to the workforce and post-secondary education! Industry certification testing will be available for Microsoft Office Specialist (MOS) to all students meeting testing criteria; see teacher for these details.	**Microsoft Office Expert Word**
Business Information Management II	**7320**	**Business Information Management I**	**Recommended Grade Level: 10 or 11** **Credit: 1** Take it to the next level! Learn how to address business applications of emerging technologies, manage an electronic portfolio, create complex documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. If you want to get ahead in business, this is where you need to be! Additional Industry certification testing will be available for Microsoft Office Specialist (MOS) to all students meeting testing criteria; see teacher for these details.	**Microsoft Office Expert Word/Excel**
Business Management	**7401**	**Business Information Management II**	**Recommended Grade Level: 11 or 12** **Credit: 1** Do you have what it takes to run a business? Learn the ins and outs of staffing issues. Who gets hired and who gets fired? Plan, organize, direct, and lead your business using marketing, financial, and ethical strategies and learn what it takes to make management decisions. Students will incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, and ethical dimensions of business to make appropriate management decisions.	**Microsoft Office Expert Word/Excel**

Practicum in Business Management I	**7333W (2-hour)** **7333EW (3-hour)**	**Business Management**	**Recommended Grade Level: 12** **Credits: 2-3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 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. Implement personal and interpersonal skills. Apply technical skills to address business applications of emerging technologies. Develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Apply reading, writing, computing, communication, and reasoning skills to the business environment based on knowledge from legal, managerial, marketing, financial, ethical, and international dimension of business. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Microsoft Office Expert Word/Excel**

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ENDORSEMENT: BUSINESS & INDUSTRY

Level 1	Principles of Business, Marketing, and Finance
Level 2	Sports and Entertainment Marketing
Level 3	Advertising Retail Management
Level 4	Advanced Marketing Practicum in Marketing

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Entrepreneurship and Small Business	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
CareerSafe Certification	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
	International Marketing	Applied Economics	Applied Economics
	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

Career & Technical Student Organization (CTSO)
DECA

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Business, Marketing, and Finance – 8th Grade Only	**7309**	**None**	**Recommended Grade Level: 8** **Credit: 1** Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).	**None**
Sports and Entertainment Marketing	**8230**	**None**	**Recommended Grade Level: 9 or 10** **Credit: .5** Why do athletes and entertainers make so much money from endorsements? This semester-long course provides students with basic marketing strategies, advertising, sponsorship, and customer service in the sports and entertainment fields, to include sporting events, movies, TV, amusement parks, travel & tourism, theater, stadium design, event planning, and recording contracts. The business, financial, and legal aspects of the industry are discussed.	**None**
Advertising	**8225**	**None**	**Recommended Grade Level: 9 or 10** **Credit: .5** Do you have what it takes to create the next big Super Bowl ad? This semester course introduces students to consumer behavior and advertising techniques; as well as explore print, broadcast, and online media sales promotion.	**None**

Retail Management	**8260**	**Sports and Entertainment Marketing & Advertising**	**Recommended Grade Level: 10 or 11** **Credit: 1** This course is designed to give students supervised practical application of the fundamentals of retail management, including planning, organizing, inventory management and marketing products and services. Students w knowledge needed to operate a small business. Students will be responsible for the daily operations of the school store on campus and will implement personal and interpersonal skills to strengthen individual performance in the workplace to make a successful transition to the workforce. Students will develop a foundation in economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes legal, managerial, marketing, promotions, and ethical dimensions of a business to make appropriate business decisions.	**NOCTI Retail Merchandising**
Advanced Marketing	**8240**	**Retail Management**	**Recommended Grade Level: 11 & 12** **Credits: 2** Marketing is a component of most careers. This course will cover marketing concepts including customer service, branding & extended products, finance (quotas and sales records), international factors, laws & regulations, management of sales, purchasing process & buying plans. Projects will include creating a public relations promotion for a business, investigating possible solutions to marketing issues; and researching and analyzing demands while forecasting sales. Students will illustrate appropriate management and research skills to solve problems related to marketing, with the use of technology, communication, and customer-service skills.	**None**
Practicum in Marketing	**8250W**	**Advanced Marketing**	**Recommended Grade Level: 11 or 12** **Credits: 2** Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course requires employment to allow students to become proficient in a marketing area. The coursework will focus on customer service, market research, and technology. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**None**

Practicum in Marketing – Extended	**8250EW**	**Advanced Marketing**	**Recommended Grade Level: 11 or 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Marketing. This occupationally specific course is designed to provide classroom technical instruction and on- the-job training experiences. Students will work on fine tuning their Marketing skills, safety, work ethics, and job- related study in the classroom. The instructor will provide industry standard training.	**None**
Practicum in Marketing	**8250** **8251 (2nd Time Taken)**	**None For students utilizing Co-Op. Non-Marketing Endorsement students**	**Recommended Grade Level: 11or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade	**None**
Practicum in Marketing-Extended	**8250E** **8251E (2nd Time Taken)**	**None For students utilizing Co-Op. Non-Marketing Endorsement students**	**Recommended Grade Level: 11 or 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.	**None**

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EDUCATION & TRAINING

1) TEACHING AND TRAINING
Program of Study

Children are our future. Childcare workers, teachers, counselors, and librarians help provide a strong foundation by encouraging the intellectual and social development of their students. The people who work in Education & Training instill the knowledge and skills that preschoolers to adult learners need to succeed. Individuals interested in their cluster learn to provide a positive, safe environment so the knowledge and skills necessary to become responsible adults are learned. Students involved in this career cluster have the opportunity to work as teacher assistants in various areas at partnering LCISD schools and learn effective instructional techniques for all learners from classroom teachers.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

LAMAR CISD
A PROUD TRADITION | A BRIGHT FUTURE

TEA
Texas Education Agency

ENDORSEMENT: PUBLIC SERVICE

Level 1	Principles of Education and Training
Level 2	Human Growth and Development
Level 3	Instructional Practices
Level 4	Practicum in Education and Training

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
CPR	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
Teacher's Aide	Education, General (or specific subject area)	Education, General (or specific subject area)	Educational Leadership and Administration, General
	Special Education	Special Education	Special Education
	Health and Physical Education/ Fitness	Health and Physical Education/ Fitness	Social and Philosophical Foundations of Education

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

Career & Technical Student Organization (CTSO)
Texas Association of Future Educators (TAFE)

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Education and Training	**7409**	**None** **This course must be taken first in the sequence for the Education & Training Endorsement.**	**Recommended Grade Level: 8 or 9** **Credit: 1** Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal, and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners. This course must be taken first in the sequence for the Education & Training Endorsement.	**None**
Human Growth and Development	**7410**	**None** **Principles of Education and Training for the Education & Training Endorsement.**	**Recommended Grade Level: 9 or 10** **Credit: 1** What does learning to walk have to do with brain development? Why are social interactions so important for late adults to help them maintain healthy self-esteem? These topics and many more are explored in the study of human development across the life span from pre-natal to late adulthood. Areas of study include developmental milestones, current trends in research, theories, and human relationships. You will also explore careers related to human development, which leads into further studies at the post-secondary level.	**None**
Instructional Practices	**7420**	**Principles of Education and Training** **AND** **Human Growth and Development**	**Recommended Grade Level: 10 or 11** **Credits: 2** Do you remember that teacher who had such an impact on your life? Have you considered entering the education field but are unsure where in that field you would fit? This year- long course is for students interested in exploring the field of teaching through observation, discovery, lecture, cooperative learning, speakers, analysis of current issues, and utilization of technology. Learn about education areas of early childhood, elementary and secondary instruction as well as special populations. Practice a variety of hands-on activities using instructional strategies and research-based decision-making techniques. Each student will work as a teacher assistant in various areas and levels to explore various career options. Transportation to and from the internship is provided by the district. Training station evaluation will count as 30% of the student's grade,	**None**

Practicum in Education and Training I	**7430W**	**Instructional Practices**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment, complete a Background Check through the District and attend a meeting with the instructor. Students in this course will participate in a work-based learning training station (unpaid) and must be at a minimum age of 16. Want some actual hands-on experiences working with children? Is teaching right for you? This year-long course offers students the chance to shadow and assist teachers in an unpaid internship setting. Work with classroom teachers at the elementary and/or secondary level to understand effective instructional techniques for all learners; internships are developed by the high school instructor of the course. Transportation to and from the internship is provided by the district. Training station evaluation will count as 30% of the student's grade.	**Teacher's Aide**
Practicum in Education and Training II	**7431**	**Practicum in Education and Training I**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment, complete a Background Check through the District and attend a meeting with the instructor. Students in this course will participate in a work-based learning training station (unpaid) and must be at a minimum age of 16. Want some actual hands-on experiences working with children? Is teaching right for you? This year-long course offers students the chance to shadow and assist teachers in an unpaid internship setting. Work with all learners; internships are developed by the high school instructor of the course. Transportation to and from the internship is provided by the district. Training station evaluation will count as 30% of the student's grade.	**Teacher's Aide**

FOR ADDITIONAL INFORMATION ON THE EDUCATION AND TRAINING CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS. Lamar Consolidated ISD does not 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 Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Lamar Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

HEALTH SCIENCE

1) HEALTHCARE DIAGNOSTICS
Program of Study

2) HEALTHCARE THERAPEUTIC
Program of Study

The Health Science career cluster is designed to introduce students to a variety of medical professions. Students can learn about careers in nursing, emergency medicine, pharmacy, and several other possible career pathways. They will also have the opportunity to develop a working knowledge of medical terminology, body systems, and experience professional medical environments. Students may choose to participate in Future Health Professionals (HOSA), the student organization which is an extension of their classroom experience and provides further enrichment and competitive opportunities. Several health Science pathways will prepare students to take industry certifications.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

ENDORSEMENT: PUBLIC SERVICE

Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Health Science Theory Health Science Clinical Medical Microbiology Anatomy and Physiology
Level 4	Practicum in Health Science: General

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
EKG/ECG Technician	Nuclear Medical Technology/ Technologist	Nuclear Medical Technology/ Technologist	Radiologist
Certified Medical Assistant	Magnetic Resonance Imaging (MRI) Technology/ Technician	Medical Radiologic Technology/ Science Radiation Therapist	Radiologic Technology/ Science - Radiographer
EMT Certification through WCJC			
CPR - American Heart			

Occupations	Median Wage	Annual Openings	% Growth
Diagnostic Medical Sonographers	$69,909	495	35%
Phlebotomists	$30,597	1442	36%
Nuclear Medicine Technologists	$75,962	91	13%
Radiologic Technologists	$55,494	1196	19%
Magnetic Resonance Imagine Technologists	$68,661	217	21%

Career & Technical Student Organization (CTSO)
Health Occupation Students of America (HOSA)

The Healthcare Diagnostics program of study introduces students to occupations and education opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology and ultrasound technology.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service or STEM Endorsement if the math and science requirements are met.

LAMAR CISD
A PROUD TRADITION | A BRIGHT FUTURE

TEA Texas Education Agency

COURSE INFORMATION

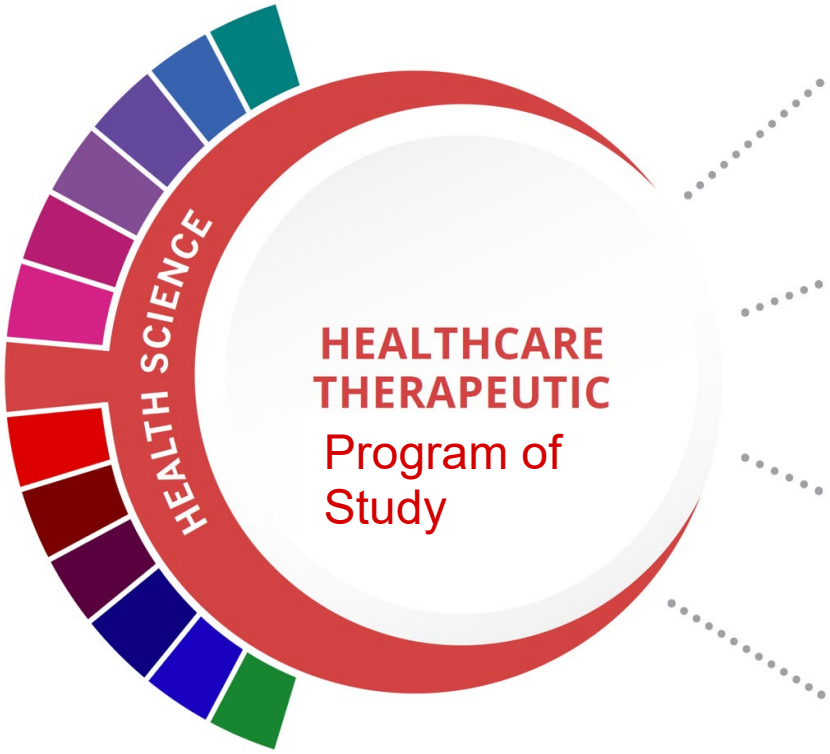
COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Health Science	**7619**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.	**None**
Medical Terminology	**7620**	**Principles of Health Science; AND Biology (may be taken concurrently)**	**Recommended Grade Level: 9 or 10** **Credit: 1** Develop a working knowledge of the language used by health care workers. Learn how to identify medical terminology as it relates to the body systems, as it is used in the medical environment. Learn the study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.	**None**
Health Science Theory	**7621**	**Medical Terminology *Anatomy & Physiology – Concurrent Enrollment Recommended**	**Recommended Grade Level: 10 or 11** **Credit: 1** This course will introduce students to a variety of medical professions. Health care professionals need knowledge and skills to communicate using medical terms, chart patient care, and provide First Aid training. Learn how to read an X-Ray, calculate dosage, or grow and monitor live cultures are just a few of the hands-on activities you will explore in the Health Theory course.	**CPR**
Health Science Clinical	**7622L**	**Medical Terminology *Anatomy & Physiology – Concurrent Enrollment Recommended**	**Recommended Grade Level: 10 or 11** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. This course consists of Health Science Theory and Health Science Clinical. Students will receive a thorough understanding of the healthcare industry through classroom and rotational experiences. Rotations will include shadowing medical personnel in a variety of departments which may include physical therapy, radiology, nursing care, pharmacy, emergency room, surgery, ICU, and medical records. Industry certification testing will be available for CPR and EKG to all students meeting testing criteria, see teacher for these details. Students will be screened to determine eligibility and access to medical facilities. Enrollment is limited due to medical facility guidelines. Additional fees may apply. Mandatory medical facility requirements may apply including, but not limited to, a criminal background check, fingerprinting, drug screening, proof of personal medical insurance and age limitations. Transportation provided.	**CPR**

Anatomy and Physiology	**7640W**	**Biology and a second science credit AND Three Health Science courses (one can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** Study the energy needs of the human body, how it maintains homeostasis, and its transport systems, electrical conduction processes, environmental factors affecting the body, and the process of reproduction, growth, and development. Special projects, research studies, and creative assignments that reflect independent thinking are required. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.	**None**
Practicum in Health Science: General I	**7627W**	**Health Science Theory/Health Science Clinical**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an Interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to become proficient in a Health Science area. The coursework will focus on customer service, patient care, and technology. Industry certification testing will be available for Certified Medical Assistant to all students meeting testing criteria; see teacher for these details.	**EKG/ECG Technician**
Practicum in Health Science: General I – Extended	**7627EW**	**Health Science Theory/Health Science Clinical**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Health Science. This occupationally specific course is designed to provide classroom technical instruction and on- the-job training experiences. Students will work on fine tuning their Health Science skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing for Certified Medical Assistant is offered to all students meeting testing requirement; see teacher for details.	**EKG/ECG Technician**

Practicum in Health Science: General II	**7634**	**Practicum in Health Science: General I**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation is the responsibility of the student. Workplace visits are required by the teacher (every 6 weeks). Training station evaluation will count as 30% of the student's grade. The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to become proficient in a Health Science area. The coursework will focus on customer service, patient care, and technology. Industry certification testing will be available for Certified Medical Assistant to all students meeting testing criteria; see teacher for these details.	**EKG/ECG Technician**
Practicum in Health Science: General II – Extended	**7634E**	**Practicum in Health Science: General I**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Health Science. This occupationally specific course is designed to provide classroom technical instruction and on- the-job training experiences. Students will work on fine tuning their Health Science skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing for Certified Medical Assistant is offered to all students meeting testing requirement; see teacher for details.	**EKG/ECG Technician**
Medical Microbiology	**7650W**	**Biology and Chemistry; AND Three Health Science courses (one can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** Study the role of microbes in infectious diseases and the relationship between microbes and health maintenance. This course requires a greater degree of student skill in math and laboratory proficiency. Field studies and research projects are required in this course. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.	**None**

ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS.

ENDORSEMENT: PUBLIC SERVICE



Level 1	Principles of Health Science
Level 2	Medical Terminology Dental Anatomy and Physiology
Level 3	Anatomy and Physiology Health Science Theory Health Science Clinical Medical Microbiology Dental Equipment and Procedures
Level 4	Pharmacology Practicum in Health Science: Patient Care Technician Practicum in Health Science: Pharmacology Practicum in Health Science: Dental

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Pharmacy Technician	Dental Hygienist	Dental Hygienist	Dentist
Patient Care Technician	Medical/ Clinical Assistant		Physician Assistant
ECG/EKG Certification			Family and General Practitioners
CPR			Pharmacist

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%
Dental Assistants	$34,840	4,422	31%

Career & Technical Student Organization (CTSO)
Health Occupation Students of America (HOSA)

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Health Science	**7619**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.	**None**
Medical Terminology	**7620**	**Principles of Health Science; AND Biology (may be taken concurrently)**	**Recommended Grade Level: 9 or 10** **Credit: 1** Develop a working knowledge of the language used by health care workers. Learn how to identify medical terminology as it relates to the body systems, as it is used in the medical environment. Learn the study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.	**None**
Health Science Theory	**7621**	**Medical Terminology *Anatomy & Physiology: Concurrent enrollment recommended**	**Recommended Grade Level: 10 or 11** **Credit: 1** This course will introduce students to a variety of medical professions. Health care professionals need knowledge and skills to communicate using medical terms, chart patient care, and provide First Aid training. Learn how to read an X-Ray, calculate dosage, or grow and monitor live cultures are just a few of the hands-on activities you will explore in the Health Theory course.	**CPR**
Health Science Clinical	**7622L**	**Medical Terminology *Anatomy & Physiology: Concurrent enrollment recommended**	**Recommended Grade Level: 10 or 11** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. This course consists of Health Science Theory and Health Science Clinical. Students will receive a thorough understanding of the healthcare industry through classroom and rotational experiences. Rotations will include shadowing medical personnel in a variety of departments which may include physical therapy, radiology, nursing care, pharmacy, emergency room, surgery, ICU, and medical records. Industry certification testing will be available for CPR and EKG to all students meeting testing criteria, see teacher for these details. Students will be screened to determine eligibility and access to medical facilities. Enrollment is limited due to medical facility guidelines. Additional fees may apply. Mandatory medical facility requirements may apply including, but not limited to, a criminal background check, fingerprinting, drug screening, proof of personal medical insurance and age limitations. Transportation provided.	**CPR**

Pharmacology	**7625**	**Medical Terminology**	**Recommended Grade Level: 11** **Credit: 1** Become certified or licensed as a Pharmacy Technician. Complete an intense study of the basic terms and definitions while learning the ethical issues involved in the profession. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Certified Pharmacy Technician**
Practicum in Health Science: Pharmacology	**7628W**	**Pharmacology**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Pharmacology. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Pharmacy Technician skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Certified Pharmacy Technician**
Practicum in Health Science: Patient Care Technician	**7626W**	**Health Science Theory or Health Science Clinical**	**Recommended Grade Level 12** **Credit: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Patient Care. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Patient Care skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Patient Care Technician**
Dental Anatomy & Physiology	**7641**	**Principles of Health Science**	**Recommended Grade Level: 9 or 10** **Credit: 1** Are you interested in working with teeth? Learn the terms you hear when you go to the Dentist and understand how your teeth and gums are tied to your overall health.	

Dental Equipment & Procedures	**7642**	**Dental Anatomy & Physiology**	**Recommended Grade Level: 10 or 11** **Credit: 1** In this course students will explore and model practices including preparing patients for dental procedures, ensuring the sterility of the dental environment, assisting dentists during procedures by providing tools and materials, working with suppliers to schedule deliveries, helping patients schedule appointments, teaching patients about proper oral health, and taking patient x-rays. This course culminates in a certification as a Registered Dental Assistant (RDA).	
Practicum in Health Science: Dental	**7630W**	**Dental Equipment & Procedures**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Dental Assistant. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Dental Assistant skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.	**Registered Dental Assistant (RDA)**
Medical Microbiology	**7650W**	**Biology and Chemistry; AND Three Health Science courses (one can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** Study the role of microbes in infectious diseases and the relationship between microbes and health maintenance. This course requires a greater degree of student skill in math and laboratory proficiency. Field studies and research projects are required in this course. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.	**None**

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HOSPITALITY AND TOURISM

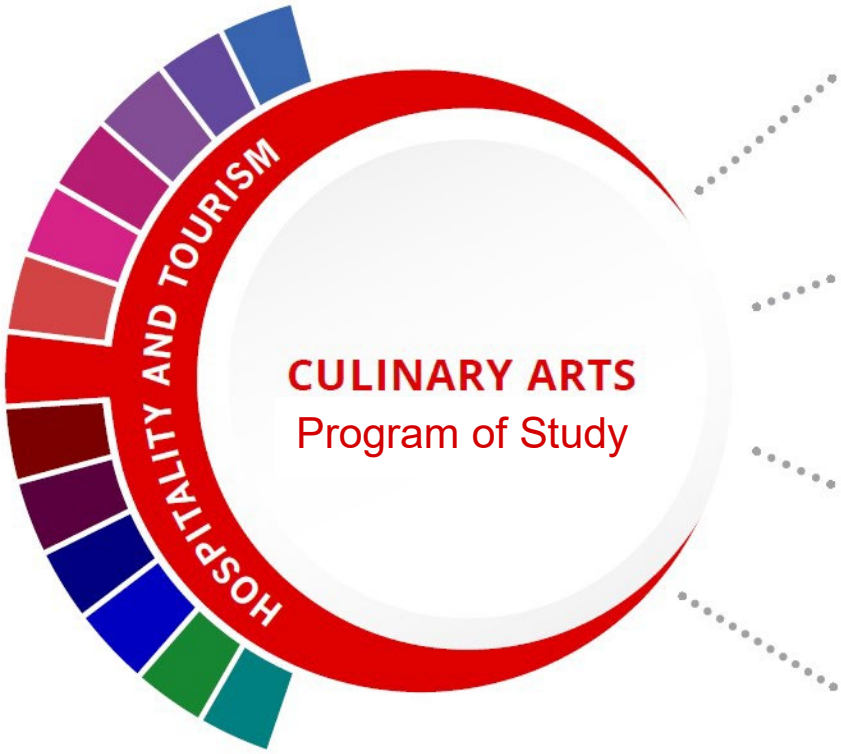
1) CULINARY ARTS
Program of Study

The Culinary Arts and Hospitality program prepares students for careers in this ever-expanding field. Students learn how to prepare and serve food, follow safety and sanitation standards, deal with food-related customer concerns, and supervise others in this service industry. Students can also have the opportunity to practice cost control, customer service, and learn more details of the profession through a practicum experience. ServSafe certifications are available to be earned and Skills USA offers numerous competitive opportunities for students to show off the skills that they learn in the classroom.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

HOSPITALITY AND TOURISM



Level 1 Introduction to Culinary Arts

Level 2 Culinary Arts

Level 3 Advanced Culinary Arts

Level 4 Practicum in Culinary Arts
Food Science

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
ServSafe Manager	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
Food Handler Certification	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

Career & Technical Student Organization (CTSO)
SkillsUSA

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Introduction to Culinary Arts	**7715**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** 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 safety and sanitation, insight to 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.	**None**
Culinary Arts	**7720**	**Introduction to Culinary Arts**	**Recommended Grade Level: 9 or 10** **Credits: 2** Learn the culinary skills and techniques associated with working on a luxury cruise ship or in a five-diamond kitchen or hotel. This is a year-long course that provides opportunities for real business and career experiences that occur in a culinary environment. Gain experience with various food service concepts and styles of service. Knife skills, safety and sanitation, essential cooking techniques, menu planning, and how to use standardized recipes are some of the key concepts of this course. Come aboard and begin your voyage into one of the most challenging careers in the hospitality industry! Industry certification testing will be available for Food Handlers to all students meeting testing criteria; see teacher for these details.	**Food Handler**
Advanced Culinary Arts	**7730**	**Culinary Arts**	**Recommended Grade Level: 10 or 11** **Credits: 2** Want to work your way to become a Top Chef? If so, this Practicum class is your road map to getting there. Continue safety and sanitization concepts learned in Culinary Arts. Advanced Culinary Arts will provide opportunities for real business and career experiences. Let your creativity shine as you develop menus, test recipes, practice cost control and customer service. Industry certification testing will be available for Food Handlers and ServSafe Managers to all students meeting testing criteria; see teacher for these details. This course can earn college credit based on Articulation agreements with Art Institute of Houston and the Culinary Institute Le Norte, which are subject to change.	**Food Handler & ServSafe Manager**

Practicum in Culinary Arts	**7735W**	**Advanced Culinary Arts**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) for continuation in this course, must be a minimum age of 16 and hold a valid` work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. If you are certain that becoming a certified chef, restaurant owner or operator is in your future, then Practicum in Culinary Arts will put you on the right path. Gain experience managing an on-site café catering service or working in an off-site culinary training station. In this year- long course you will continue to learn culinary skills, gain additional management experience, study global cuisines, participate in culinary competitions, and create a professional career portfolio. Certification in ServSafe is available to all students meeting testing criteria; see teacher for these details. This course can earn college credit based on Articulation agreements with the Art Institute of Houston and the Culinary Institute Le Norte, which are subject to change.	**ServSafe Manager**
Practicum in Culinary Arts – Extended	**7735EW**	**Advanced Culinary Arts**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Culinary Arts. This occupationally specific course is designed to provide classroom technical instruction and on- the-job training experiences. Students will work on fine tuning their Culinary Arts skills, safety, work ethics, and job- related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirements; see teacher for details. This course can earn college credit based on Articulation agreements with the Art Institute of Houston and the Culinary Institute Le Norte, which are subject to change.	**ServSafe Manager**

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Food Science	**7740W**	**Biology, Chemistry, and a third science; AND Advanced Culinary Arts credit earned or concurrently enrolled**	**Recommended Grade Level: 11 or 12** **Credit: 1** How do we know if our food is safe? This course will use scientific methods to analyze the role of acids and bases in food science, apply the principles of food safety, study the chemical properties of food, and learn the reasons for additives and leaven agents in food. Also understand how food provides energy and how digestion and metabolism affect our bodies. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.	**None**

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS.

LAW AND PUBLIC SERVICE

1) **Law Enforcement** Program of Study

From law enforcement to courtroom action, learning how the law works is your first step. Whether you are interested in working for a police department, the FBI, CIA, DEA, or in CSI, taking criminal justice classes will put you on the right path. Students that choose this pathway will have opportunities to learn about careers that range from protective services, such as homeland and computer security, police officers to rescuers, to lawyers, judges, and legal assistants. Opportunities in law offer rewarding opportunities and unique positions not available in other industries. Industry standard training is taught to help students earn the Emergency Telecommunicator Certification and Basic Correctional Officer certification. Students can also participate in Skills USA competitions and gain experience in areas such as court practices and traffic stop procedures to gain an even better understanding of law enforcement.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

LAW AND PUBLIC SERVICE

Level 1	No Level 1 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 2	Law Enforcement I
Level 3	Law Enforcement II Forensic Psychology Correctional Services
Level 4	Forensic Science Practicum in Law, Public Safety Corrections, and Security

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
IAED Emergency Telecommunicator	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Corrections	Juvenile Corrections	
	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	$91,312	253	25%

Career & Technical Student Organization (CTSO)
Skills USA

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement.

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COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Law Enforcement I	**8110**	**None**	**Recommended Grade Level: 9** **Credit: 1** Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. You will analyze law related to victims and witnesses.	**None**
Law Enforcement II	**8120**	**Law Enforcement I**	**Recommended Grade Level: 10** **Credit: 1** Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. The student achieves the academic knowledge and skills required to prepare for post-secondary education and a career in law. Explore civil law enforcement procedures for serving writs, warrants, and summons enforcement. Present testimony in legal proceedings in accordance with courtroom procedures. Explore new and emerging technologies in law enforcement	**None**
Forensic Psychology	**8133**	**Law Enforcement II**	**Recommended Grade Level: 11** **Credit: 1** Forensic psychology is found at the intersection between psychology and the criminal justice system. It involves understanding criminal law in the relevant jurisdictions in order to be able to interact within the criminal justice system. It utilizes and applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis, and probability forecasting.	**None**
Correctional Services	**8131W**	**Forensic Psychology**	**Recommended Grade Level: 12** **Credit: 1** This course will prepare you for certification required for employment as a correctional officer. Learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. The Basic Correctional Officer Certification and the Emergency Telecommunicator Certification testing will be available to all students meeting testing criteria; see teacher for these details.	**IAED Emergency Telecommunicator**

Forensic Science	**8140W**	**Biology, Chemistry, AND Three Law Enforcement Courses (one can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** Forensics is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. You will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Lab activities will be based on crime scene scenarios and analyzing fingerprints, ballistics, and blood spatter. Learn about the history, legal aspects of forensics, and career options available in the forensic field. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.	**None**
Practicum in Law, Public Safety, Corrections, and Security	**8153W**	**Forensic Psychology or Correctional Services**	**Recommended Grade Level: 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid, or unpaid) of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher (every 6 weeks). Training station evaluation will count as 30% of the student's grade. The Practicum in Law, Public Safety, Correction and Security 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. This course requires employment to allow students to become proficient in a Law, Public Safety, Correction and Security area. The coursework is designed to give students supervised practical real-world application of previously studied knowledge and skills in Law, Public, Safety Correction and Security. Instructor will provide industry standard training as well as Industry certifications opportunities.	**Non-Commissioned Security Officer, IAED Emergency Telecommunicator**

Practicum in Law, Public Safety, Corrections, and Security – Extended	**8153EW**	**Forensic Psychology or Correctional Services**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher- approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16, and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher (every 6 weeks). Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Law, Public Safety, Corrections, and Security. Students will work on fine tuning their Law, Public Safety, Corrections, and Security skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training as well as Industry certifications opportunities.	**Non-Commissioned Security Officer, IAED Emergency Telecommunicator**

FOR ADDITIONAL INFORMATION ON THE LAW AND PUBLIC SERVICE CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS. Lamar Consolidated ISD does not 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 Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended Lamar Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

MANUFACTURING

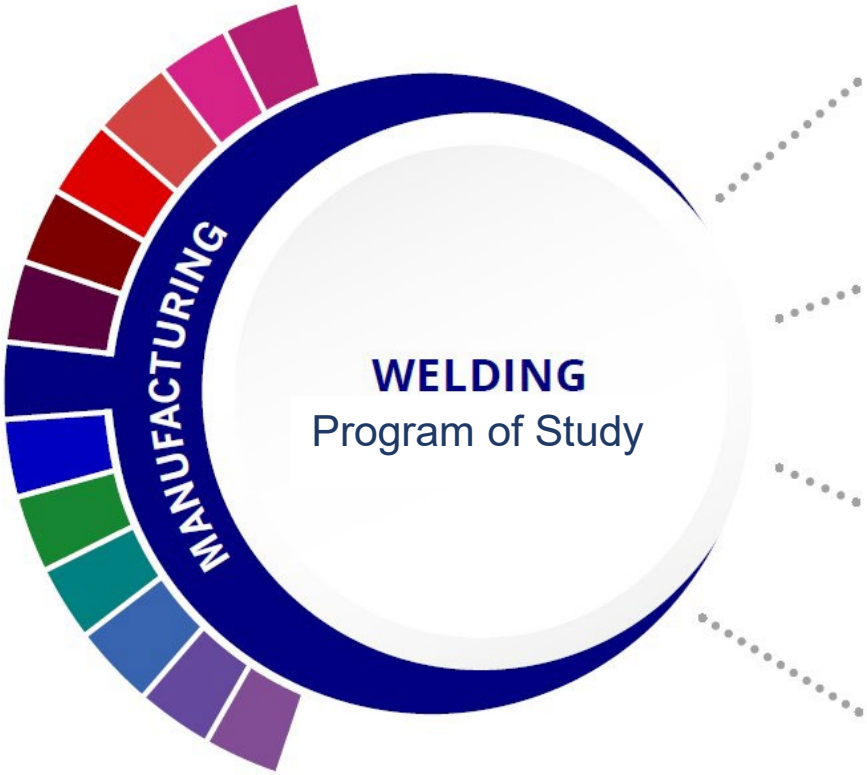
1) WELDING
Program of Study

Welders is the most common way to permanently join metal parts. Welders join metal parts by melting and fusing metal pieces that form a permanent bond. Because of its strength, welding is used in shipbuilding, automobile manufacturing and repair, building and bridge construction, power plants, refineries and many other manufacturing processes. Students gain valuable skills in metal fabrication and welding. Industry standard training is taught to help students earn entry-level welding certifications. Dual Credit opportunities through Texas State Technical College (TSTC) are also available for students interested in areas of Welding or Precision manufacturing.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

MANUFACTURING



Level 1	No Level 1 course offered in this Program of Study. Course sequence completes the Endorsement Requirements.
Level 2	Welding I – Dual through TSTC
Level 3	Welding II – Dual through TSTC
Level 4	No Level 4 course offered in this Program of study. Courses sequence completes the Endorsement Requirement.

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ASW SENSE Level 1	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

Career & Technical Student Organization (CTSO)
SkillsUSA

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement.

COURSE INFORMATION

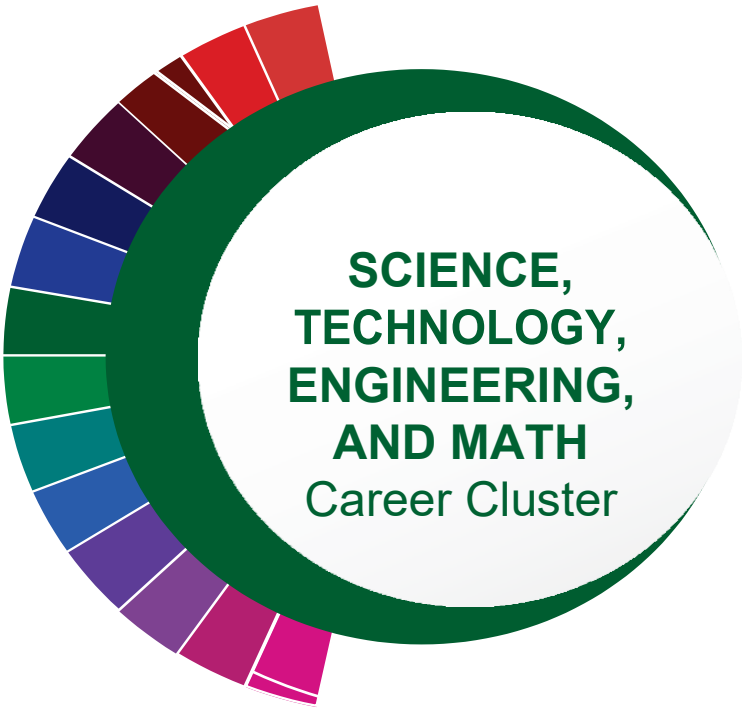
COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Agriculture, Food, & Natural Resources	**7105**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member.	**None**
Agricultural Mechanics & Metal Technologies	**7150**	**Principles of Agriculture, Food, & Natural Resources**	**Recommended Grade Level: 9 or 10** **Credit: 1** Looking for hands-on innovative new ways to learn about welding? Then this is the class for you! In this class you will be introduced to various skills in metal fabrication including oxyacetylene, plasma arc cutting, arc, MIG, and TIG welding applications. Instructor will provide industry standard training.	**None**
Welding I – Dual Credit through TSTC	**7181WD (Fall)** **7181XD (Spring)**	**Agricultural Mechanics & Metal Technologies. Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 11** **Credits: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621's Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Welding Technology. Successful completion will result in TSTC credit. The course will take place at the TSTC campus. If needed, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**AWS**
Welding II – Dual Credit through TSTC	**7183WD (Fall)** **7183XD (Spring)**	**Welding I – Dual Students must meet the College/University requirements for the Dual Credit.**	**Recommended Grade Level: 12** **Credit: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621's Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Welding Technology. Successful completion will result in TSTC credit. The course will take place at the TSTC campus. If needed, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**AWS**

ADDITIONAL ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Ag Structures Design & Fabrication	**7160**	**Principles of Agriculture, Food, & Natural Resources; Agricultural Mechanics & Metal Technologies recommended**	**Recommended Grade Level: 10 or 11** **Credit: 1** Fine tune your welding skills, while preparing for an industry certification that will make you employable in the real world. Instructor will provide industry standard training and students will work towards AWS certification.	**None**

FOR ADDITIONAL INFORMATION ON THE MANUFACTURING CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS.

Endorsement: Science, Technology, Engineering, & Math (STEM)



1) CYBERSECURITY
Program of Study

2) ENGINEERING
Program of Study

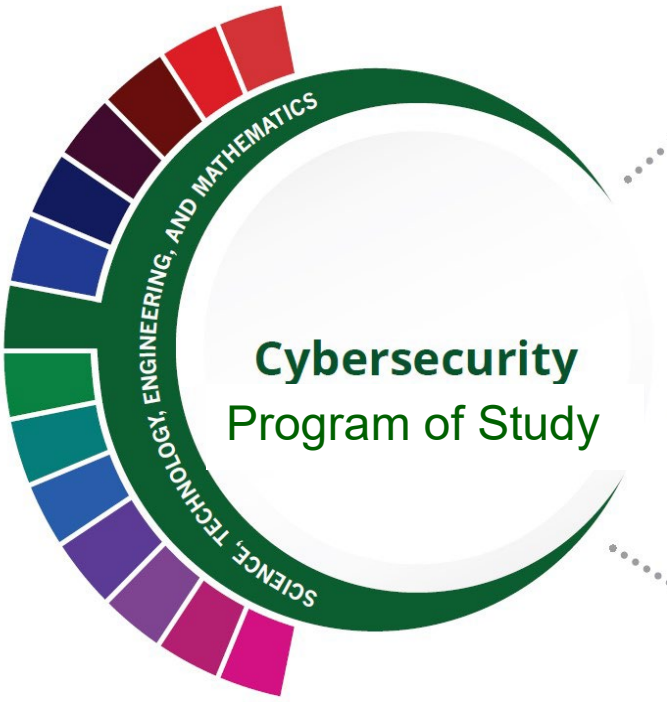
3) PROGRAMMING AND SOFTWARE DEVELOPMENT
Program of Study

Engineers apply the principles of mathematics and science to develop solutions to technical problems relating to research and development, manufacturing, sales, construction, inspection, and maintenance. Their work is the connecting factor between scientific inventions and commercial applications designed to meet commercial and consumer needs. Students can participate in Technology Students Association (TSA), to apply what they learn in their Engineering courses and gives them the chance to pursue academic challenges among students with similar goals and interests.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

Endorsement: Science, Technology, Engineering, & Math (STEM)



Level 1	Fundamental of Computer Science
Level 2	Computer Science I
Level 3	No Level 3 course offered in this Program of Study. Course sequence completes Endorsement requirements.
Level 4	Practicum in Information Technology (Dual through TSTC)

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
CompTIA A+, Network+, Security+, and IT Fundamentals	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
	Computer Science	Computer Science	Computer Science

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	$91,915	814	29%
Network and Computer System Administrators	$82,597	2,814	19%
Computer System Analysts	$87,568	5,937	29%

Career & Technical Student Organization (CTSO)
TSA

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.

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COURSE INFORMATION

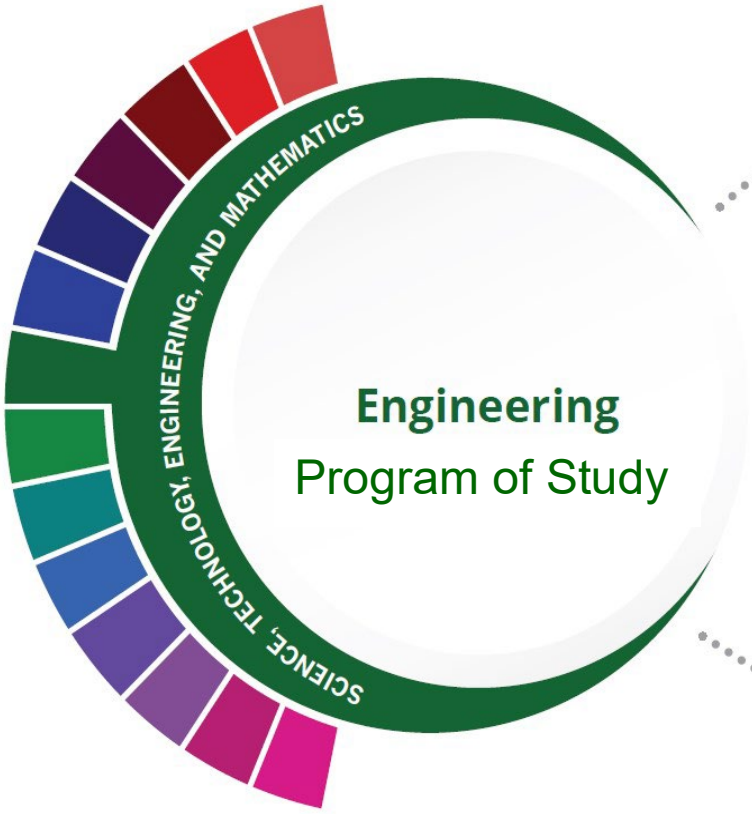
COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Fundamental of Computer Science	**2532**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.	**None**
Computer Science I	**2533**	**Algebra I AND Fundamentals of Computer Science**	**Recommended Grade Level: 9 or 10** **Credit: 1** Computer Science I students will gain an understanding of the principles of computer science program language and how they apply it in problem solving. Students will learn how software is written and be able to apply the concepts.	**None**
Practicum of Information Technology: 1st Time Taken – Dual Credit through TSTC (2 credits)	**7946WD (Fall)** **7946XD (Spring)**	**Computer Science I; Students must meet the College/University requirements for the Dual Credit.**	**Recommended Grade Level: 11** **Credit: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken on your home campus, as part of TSTC dual credit pathway for Cybersecurity Technology through the Information Services or Programming and Software Development pathways. Successful completion will result in TSTC credit. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**See TSTC for opportunities**
Practicum of Information Technology: 2nd Time Taken – Dual Credit through TSTC (2 credits)	**7948WD (Fall)** **7948XD (Spring)**	**Practicum in Information Technology 1st Time Taken; Students must meet the College/University requirements for the Dual Credit.**	**Recommended Grade Level: 12** **Credit: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken on your home campus, as part of TSTC dual credit pathway for Cybersecurity Technology through the Information Services or Programming and Software Development pathways. Successful completion will result in TSTC credit. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**See TSTC for opportunities**

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED

FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS. Lamar Consolidated ISD does not 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 Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Lamar Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Endorsement: Science, Technology, Engineering, & Math (STEM)



Level 1	Principles of Applied Engineering – 8th Grade Only Introduction to Computer-Aided Design and Drafting
Level 2	Intermediate Computer-Aided Design and Drafting
Level 3	Engineering Science
Level 4	Engineering Design and Problem Solving

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User in Autodesk Revit Architecture	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

Career & Technical Student Organization (CTSO)
TSA

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.

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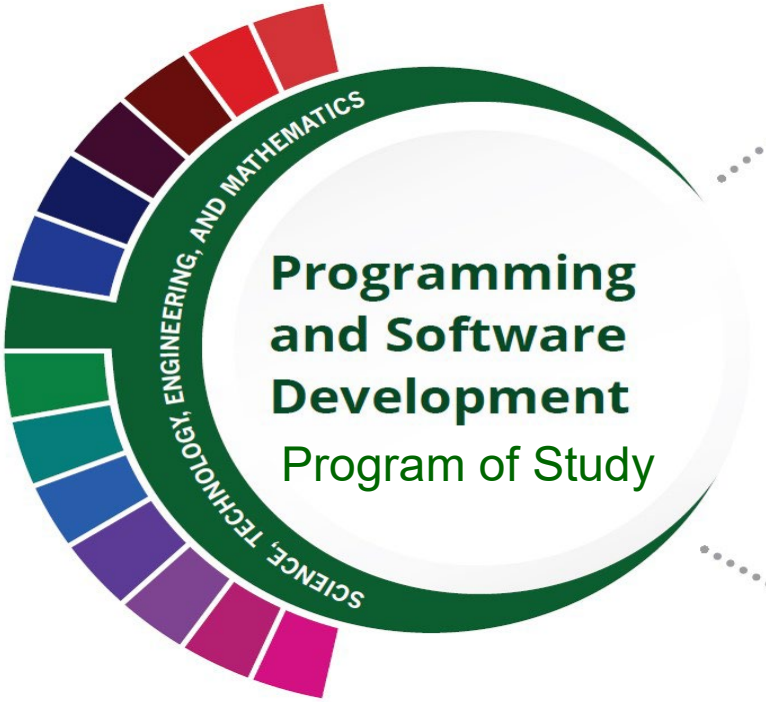
COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Principles of Applied Engineering – 8th Grade Only	**8380**	**None**	**Recommended Grade Level: 8** **Credit: 1** Are you the kind of person that likes to build things? If you answered yes, this is the course for you. Learn how to program a robot, design your own home, or create special effects for a movie. Learn by using cutting-edge equipment/technology, cooperative hands-on activities and gain the skills necessary to be successful in the Engineering/Technology career path. Grade points are earned toward high school GPA (Grade Point Average).	**None**
Introduction to Computer-Aided Design and Drafting - CADD	**8373**	**None**	**Recommended Grade Level: 9** **Credit: 1** If you can imagine it, you can design and engineer it in the Introduction to Computer-Aided Design and Drafting class. Students who want to use software and other technology to solve problems through designing and translating the design into a real product will enjoy this hands-on approach to exploring engineering as a career.	**None**
Intermediate Computer-Aided Design and Drafting	**8374**	**Introduction to Computer-Aided Design and Drafting or Introduction to Engineering Design**	**Recommended Grade Level: 10** **Credit: 1** Take the drafting techniques you learned in CADD and move to the next level of design. Students will learn important aspects of prototype drawings, construction of pictorial & 3-D drawings along with two- and three-dimensional environments. Basic rendering techniques will also be developed. Take shapes, scale & rotate objects while using layers to add to your design.	**Autodesk Associate**
Engineering Science	**8329**	**Level 1 and Level 2 Engineering courses Or Introduction to Computer-Aided Design & Drafting**	**Recommended Grade Level: 11** **Credit: 1** This survey course of engineering exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional engineering community.	**Autodesk Associate**

Engineering Design & Problem Solving	**8325W**	**Three Engineering Credits, Algebra II, Chemistry, & Physics**	**Recommended Grade Level: 12** **Credit: 1** This engineering research course allows students to work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in previous Engineering courses and must present progress reports, submit a final written report, and defend their solutions to reviewers.	**Autodesk Associate**

FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) CAREER CLUSTER, PLEASE CONTACT THE COUNSELORS ON YOUR HOME CAMPUS OR EMAIL cte@lcisd.org. ALSO, VISIT https://www.lcisd.org/departments/academics/cte/ TO LEARN MORE ABOUT OUR CTE PROGRAMS. Lamar Consolidated ISD does not 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 Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Lamar Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Endorsement: Science, Technology, Engineering, & Math (STEM)



Level 1	Fundamentals of Computer Science
Level 2	AP Computer Science Principles Computer Science PAP Computer Science I
Level 3	AP Computer Science A, MATH AP Computer Science A, LOTE Computer Science II
Level 4	Computer Science III Independent Study in Technology Applications

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Technology Associate, Introduction to Programming Using Python, HTML or CSS	Computer Programming/ Programmer Genera	Management Information Systems, General	Computer Software Engineer
Microsoft Technology Associate, Introduction to Programming Using Java or Java Script	Computer Software Engineer	Computer Software Engineer	Computer Science
	Computer Science	Computer Science	Information Science/ Studies
	Certified Software Analyst	Information Science/ Studies	

Occupations	Median Wage	Annual Openings	% Growth
Software Developer, Systems Software	$103,334	2,985	25%
Software Developers, Applications	$104,499	6,311	30%
Computer Programmers	$79,893	1,454	9%

Career & Technical Student Organization (CTSO)
TSA

The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry and STEM endorsement if the math and science requirements are met.

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TEA Texas Education Agency

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Computer Science AP				
Fundamentals of Computer Science	**2532**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.	**None**
Computer Science I PAP	**2573**	**Algebra I**	**Recommended Grade Level: 9 or 10** **Credit: 1** 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 using various electronic communities to solve the problems 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 gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."	**Python**
AP Computer Science Principles	**2592**	**Computer Science I PAP**	**Recommended Grade Level: 9 or 10** **Credit: 1** Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become imperative for today's students and the workforce of tomorrow. AP Computer Science Principles has the goal of creating leaders in computer science fields and attracting providing students with essential computing tools and multidisciplinary opportunities. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."	**Python**

AP Computer Science A, MATH, LOTE (2 credits: 1 Math & 1 LOTE)	**2593 (Math) 5007 (LOTE)**	**AP Computer Science Principles**	**Recommended Grade Level: 10 or 11** **Credits: 2** The course is an advanced comp. science course that allows students to work on large-scale projects. Topics include advanced data structures, searching/sorting algorithms, recursion, algorithm efficiency and Graphic User Interfaces. This AP course will require students to dedicate themselves to the study required by rigorous college- level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." This course requires two class periods and students must be enrolled in both course numbers.	**Java**
Independent Study in Technology Applications	**2583W**	**AP Computer Science A OR Computer Science III (can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** This course is an advanced computer science course that allows students to work on large scale projects. Topics include databases, networking, managing sounds, graphics, collision detection and threads.	**Python Or Java**
Computer Science				
Fundamentals of Computer Science	**2532**	**None**	**Recommended Grade Level: 8 or 9** **Credit: 1** In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.	**None**
Computer Science I	**2533**	**Algebra I AND Fund. of Computer Science**	**Recommended Grade Level: 9 or 10** **Credit: 1** Computer Science I students will gain an understanding of the principles of computer science program language and how they apply it in problem solving. Students will learn how software is written and be able to apply the concepts.	**Python**
Computer Science II	**2574**	**Computer Science I**	**Recommended Grade Level: 10 or 11** **Credit: 1** Computer Science II is a programming course designed to teach students the concepts to be successful in the field of computer science/software design industry. They will create and maintain large-scale projects by applying skills/concepts such as debugging, analysis and expansion of existing programs, abstract datatypes, input, file, and audio processing, along with advanced graphics. Students will learn different languages and determine which is best for solving various problems.	**Python Or Java**

Computer Science III	**2575W**	**Computer Science II**	**Recommended Grade Level: 11 or 12** **Credit: 1** Computer Science III will gain an understanding of advanced computer science data structures using the six strands that include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.	**Python Or Java**
Independent Study in Technology Applications	**2583W**	**AP Computer Science A OR Computer Science III (can be taken concurrently)**	**Recommended Grade Level: 11 or 12** **Credit: 1** This course is an advanced computer science course that allows students to work on large scale projects. Topics include databases, networking, managing sounds, graphics, collision detection and threads.	**Python Or Java**

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TRANSPORTATION, DISTRIBUTION, & LOGISTICS

1) **AUTOMOTIVE – Dual Credit through TSTC** Program of Study

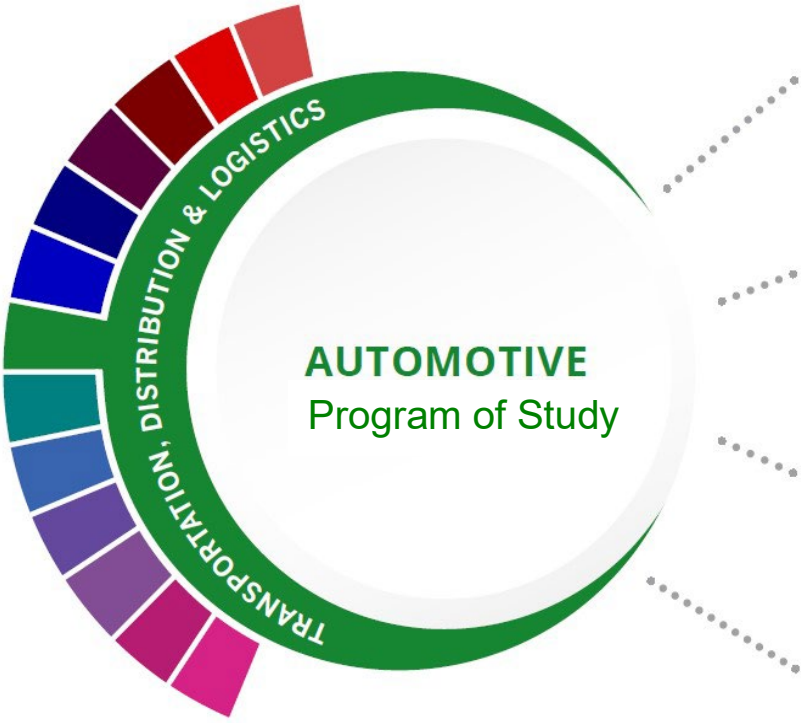
2) **DIESEL AND HEAVY EQUIPMENT – Dual Credit through TSTC** Program of Study

Diesel and automotive technicians must meet customers' needs and new technologies as the sophistication of this industry is constantly changing. Automotive service technicians' and mechanics' responsibilities have evolved from simple mechanical repairs with traditional hand tools to high-level technology related repairs requiring the ability to work with computerized equipment. Students can participate in Skills USA competitions and gain an even better understanding of the automotive field. Industry standard training is taught to help students earn their Safety and Pollution Prevention (S/P2) and work towards the Automotive Service Excellence (ASE) certifications. Dual Credit opportunities through Texas State Technical College (TSTC) are also available for students interested in areas of Automotive Technology or Diesel Equipment Technology.

Students completing two or more courses for two or more credits within a program of study earn concentrator status for Perkins V federal accountability reporting.

Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a state-approved program of study and passed a TEA approved certification exam will earn completer status for federal accountability reporting.

Endorsement: Business and Industry



Level 1	There is no Level 1 course for this Program of Study. Course sequence completes Endorsement requirements.
Level 2	No Level 2 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 3	Automotive Technology I – Dual through TSTC
Level 4	Automotive Technology II – Dual through TSTC Practicum in Transportation Systems

LCISD HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%
Career & Technical Student Organization (CTSO)			
SkillsUSA			

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement.

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COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Automotive Technology I: Maintenance and Light Repair – Dual Credit through TSTC	**8420WD (Fall)** **8420XD (Spring)**	**None Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 9 or 10** **Credits: 2** Are you interested in exploring a career in the high-paying automotive industry? If so, begin your journey with this course that provides an understanding of safety, automotive careers, automotive systems, and the Automotive Service Excellence (ASE) technician's certification process. 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. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course. This course is offered in conjunction with TSTC. Courses taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. Students must complete the TSTC orientation process. Students must complete TSTC online application; provide Permit to Register, and transcripts. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of the TSTC dual credit pathway for Diesel Equipment Technology. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**S/P2 Safety & ASE**
Automotive Technology II – Dual Credit through TSTC	**8430WD (Fall)** **8430XD (Spring)**	**Automotive Technology I: Maintenance and Light Repair -Dual. Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 10 or 11** **Credits: 2** This course is the second in the Automotive sequence that will cover Steering & Suspension and Brake Systems. Course offered in conjunction with TSTC. Courses taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. Students must complete the TSTC orientation process. Students must complete TSTC online application; provide Permit to Register, and transcripts. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of the TSTC dual credit pathway for Diesel Equipment Technology. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.	**S/P2 Safety & ASE**

Practicum in Transportation Systems	**8440W (1st Time Taken)** **8442 (2nd Time Taken)**	**Automotive Technology II-Dual**	**Recommended Grade Level: 11 or 12** **Credits: 2** Students must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher- approved, previously determined AYES training station (paid or unpaid) for continuation in this course, must be a minimum age of 16, and hold a valid work documentation to enroll in this paid practicum experience working at least 10 hours per week. Transportation to and from the AYES/job training site is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. Advanced students who are seeking a career in the automotive industry, will have the opportunity to practice advanced diagnosis and repair in the areas of brakes, steering and suspension, electrical, and engine performance in this class taught by an ASE certified instructor. Students will be able to participate in on-the-job training allowing them to work with a mentor in an automotive dealership. Students will be prepared to and expected to complete an Automotive Service Excellence certification exam. Course taught at LCHS only, but available to students at all LCISD high schools. Transportation provided. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**ASE**
Practicum in Transportation Systems – Extended	**8440EW (1st Time Taken)** **8442E (2nd Time Taken)**	**Automotive Technology II**	**Recommended Grade Level: 12** **Credits: 3** Students must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits are required by the teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. This course completes the coherent sequence in the field of Transportation Systems. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Transportation Systems skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirements; see teacher for details. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.	**ASE**

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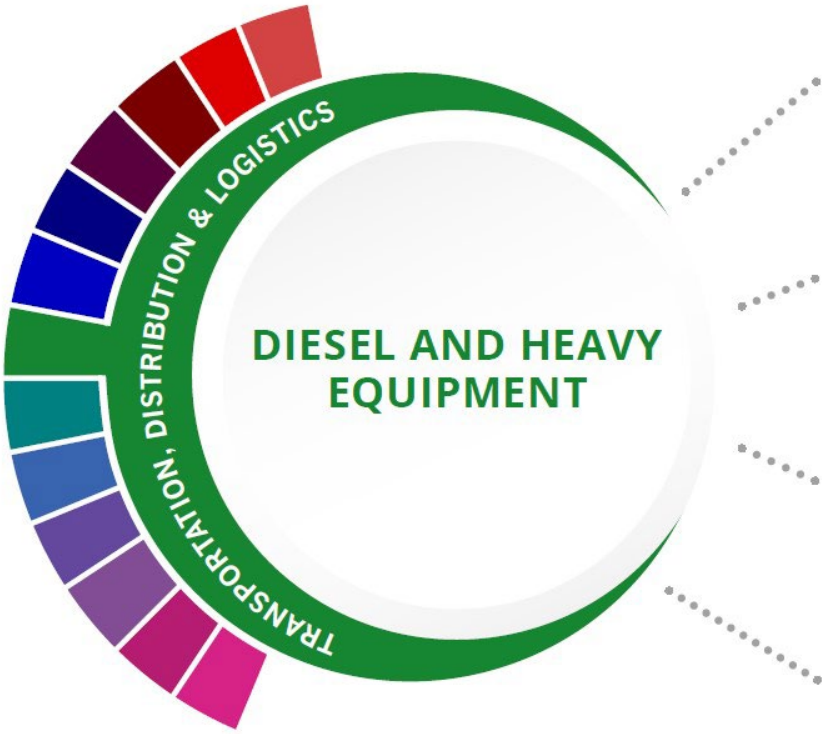
Endorsement: Business and Industry



Level 1	No Level 1 course offered in this Program of Study. Current sequence completes the Endorsement requirements.
Level 2	Diesel Equipment Technology I
Level 3	Diesel Equipment Technology II/Lab
Level 4	No Level 4 course offered in this Program of Study. Current sequence completes the Endorsement requirements.

HIGH SCHOOL/ INDUSTRY CERTIFICATION	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
ASE Medium/ Heavy Truck Technician, Brakes (T4)	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Diesel Engines (T2)	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Drive Train (T3) - Professional	Heavy Equipment Maintenance Technology/ Technician		
ASE Medium/ Heavy Truck Technician, Electrical/ Electronic Systems (T6)			

Occupations	Median Wage	Annual Openings	% Growth
Bus and Truck Mechanics and Diesel Engine Specialists	$44,574	3,150	21%
Mobile Heavy Equipment Mechanics, Except Engines	$47,299	1,627	16%

Career & Technical Student Organization (CTSO)

Participate in SkillsUSA

The Diesel and Heavy Equipment program of study teaches students to diagnose, repair, modify, or redo mechanical and hydraulic equipment on crane, bulldozer, grader, conveyor, construction equipment, bus, and truck diesel engines.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Successful completion of the Diesel and Heavy Equipment program of study will fulfill requirements of the Business and Industry Endorsement.

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COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Automotive Technology I: Maintenance and Light Repair – Dual Credit through TSTC	**8420WD (Fall)** **8420XD (Spring)**	**None** **Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 9 or 10** **Credits: 2** Are you interested in exploring a career in the high-paying automotive industry? If so, begin your journey with this course that provides an understanding of safety, automotive careers, automotive systems, and the Automotive Service Excellence (ASE) technician's certification process. 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. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course. This course is offered in conjunction with TSTC. Courses taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. Students must complete the TSTC orientation process. Students must complete TSTC online application; provide Permit to Register, and transcripts. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of the TSTC dual credit pathway for Diesel Equipment Technology. This course is not eligible for semester exam exemptions; the college final is required. *Not all Dual Credit courses are offered at all campuses.	**S/P2 Safety & ASE**
Diesel Equipment Technology I -Dual Credit thru TSTC	**8450WD (Fall)** **8450XD (Spring)**	**Automotive Technology I Dual Credit Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 11** **Credit: 1** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621's Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of the TSTC dual credit pathway of Diesel Equipment Technology. Successful completion will result in TSTC credit. Industry Certification testing is offered to all students meeting testing requirements; see teacher for details. The course will take place at the TSTC campus. If need be, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required.	**ASE**

COURSE INFORMATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Diesel Equipment Technology II -Dual Credit through TSTC	**8460WD (Fall)** **8460XD (Spring)**	**Diesel Equipment Technology I; Students must meet the College/Univ. requirements for the Dual Credit.**	**Recommended Grade Level: 12** **Credits: 2** Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Students will contact their Counselor to make arrangements to attend 1621's Flex Day Program. Students must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of the TSTC dual credit pathway of Diesel Equipment Technology. Successful completion will result in TSTC credit. Industry Certification testing is offered to all students meeting testing requirements; see teacher for details. The course will take place at the TSTC campus. If need be, contact the CTE Department regarding transportation options. This course is not eligible for semester exam exemptions; the college final is required.	**ASE**

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ADDITIONAL CTE ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	PREREQUISITE(S)	COURSE DESCRIPTION	CERTS OFFERED
Lifetime Nutrition & Wellness	**7820**	**None**	**Recommended Grade Level: All** **Credits: .5** We have all heard the saying 'you are what you eat'. Develop knowledge and skills related to making informed choices regarding how our eating habits affect our way of life. Information on eating disorders, exercise options and other factors relating to nutrition and wellness will be discussed. The food labs will focus on healthy eating habits, safety and sanitation and management principles.	**None**
Money Matters	**7515**	**None**	**Recommended Grade Level: All** **Credit: 1** Do you want to learn how to be a millionaire? This personal finance course helps students plan for future financial goals for both personal and business success. Special emphasis is placed on bank record management, use of credit, investing, insurance and budgets. You are introduced to financial market and securities analysis. Current economic events dictate that it is never too early for students to gain an awareness of factors that will impact their short-term and long-term financial plans.	**None**
Principles of Information Technology	**7910**	**None**	**Recommended Grade Level: All** **Credit: 1** This course will begin to prepare students for a career as a computer technician. PC hardware and software will be introduced. Learn the art of troubleshooting PC problems. You will be exposed to both operating system software, including an introduction to Microsoft Office Suite. Networking, computer security, and webpage creation will also be introduced.	**None**

HIGH SCHOOL INSTRUCTIONAL PROGRAMS

GIFTED AND TALENTED

Program Design

The high school component of the program for gifted/talented develops students' abilities to research independently; to plan and make decisions; to think creatively, logically, divergently, and critically; to engage in higher levels of thinking, thus helping students become self-directed learners. Based on the characteristics and needs of the gifted learner, the curriculum is differentiated by providing opportunities for students to interact with more complex and abstract content, processes and at a pace designed to maximize learning experiences for gifted students. Gifted/Talented learners work toward development of advanced level "products and performances of professional quality that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment as part of their program services." (Texas State Plan for the Education of Gifted/Talented Students, 1996)

Student Population

Students may enroll in advanced level courses in the four core areas of language arts, social studies, math, and science. These courses are taught by teachers trained to meet the needs of gifted/talented students in the following areas: nature and needs, assessment, curriculum differentiation, and teaching strategies. Teachers update their training each year. The high school's program for gifted students is comprised of advanced courses -- PAP, AP, and Dual Credit -- in the four core areas. A student identified for gifted services must enroll in at least one advanced level class in at least one of the core areas each year.

Management

The high school's program for gifted students is comprised of advanced courses in both PAP, AP, and Dual Credit in the four core areas. Each student identified as gifted is expected to enroll in at least one advanced course in one or more of the core areas (math, social studies, English/language arts, and science) each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the program (See procedures in LCISD GT Handbook).

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework with State Assessments and End of Course exams. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually, and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. Each campus has a reading interventionist who participates in screening and planning for students. The campus dyslexia instructional program falls under the Section 504 or Special Education.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies using Content-Based Language Instruction. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

SPECIAL EDUCATION

Special education services are provided to students who are eligible for such services by an Admission, Review and Dismissal Committee (ARD). Eligibility is based on identified disabilities and specialized instruction and related services are offered to meet individual student needs. Depending on the student needs, academic services are provided through both regular and special education courses. Specialized instruction is provided along the following continuum and reviewed at least annually:

- classes with accommodations.
- classes with inclusion support.
- classes with modified course objectives.
- classes with prerequisite skills.

A special education student is eligible to graduate when the student satisfactorily completes the appropriate academic credit requirements for graduation, including satisfactory performance on the State of Texas Assessments of Academic Readiness (STAAR). For specific graduation requirements, see graduation requirements section. A special education student who does not meet the above requirements may be graduated upon determination by the ARD Committee that the student has completed requirements specified in the IEP that have resulted in one of the following:

A. Full-time employment, based on the student's abilities and local employment opportunities, in additionsufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district; or
B. Demonstrated mastery of specific employability skills and self-help skills that do not require direct on-going educational support of the local school district.
C. Access to services that are not within the legal responsibility of public education.

NOTE: All special education students' schedules are the result of an Admission, Review, and Dismissal (ARD) decision.

SPECIAL EDUCATION COURSES

Applied English
1513 Applied English I
1613 Applied English II
1713 Applied English III
1813 Applied English IV

Credit: 1
Prerequisite: ARD Committee Decision
English I, II, III, and IV provides students with grade-level specific instruction in all the essential skills and strategies needed to master their IEP objectives. The basics of the writing process build a foundation for effective writing and communication skills that will last a lifetime.

9663 Reading I
9673 Reading II
9683 Reading III

Credit: 1
Prerequisite: ARD Committee Decision
This course covers basic word attack and comprehension skills. The student works in the group or level nearest his/her ability range with packets and drills designed to improve reading. Many high-interest, easy-reading materials are part of the course work.

2513 Applied Algebra I

Credit: 1
Prerequisite: ARD Committee Decision
Applied Algebra I is the practical study of functions to model problem situations and to analyze and interpret relationships. Students will be given grade-level specific instruction necessary to master IEP objectives.

2613 Applied Geometry

Credit: 1
Prerequisite: ARD Committee Decision
Applied Geometry is the practical study of geometric figures of zero, one, two, and three dimensions among them including size, shape, location, and orientation. Students will be given grade-level specific instruction necessary to master IEP objectives.

2013 Applied MMA

Credit: 1
Prerequisite: ARD Committee Decision
Applied MMA is the practical study of mathematics through its application in personal finance, science, engineering, fine arts, and social sciences. Students will be givengrade- level specific instruction necessary to master IEP objectives.

2713 Applied Algebra II

Credit: 1
Prerequisite: ARD Committee Decision
Applied Algebra II is the practical study of mathematics through the study of systems of equations, absolute value, and rational functions in both mathematical solutions and real-world situations. Students will be given grade-level specific instruction necessary to master IEP objectives.

3013 Applied IPC

Credit: 1
Prerequisite: ARD Committee Decision
Applied IPC is the practical study of physics and chemistry topics such as motion, waives, properties and changes in matter, and energy transformations. Students will be given grade-level specific instruction necessary to master IEP objectives.

3513 Applied Biology

Credit: 1
Prerequisite: ARD Committee Decision

Applied Biology is the practical study of structures and functions of cells and viruses, growth and development or organisms, cells, tissues, organs, nucleic acids and genetics. Students will be given grade-level specific instruction necessary to master IEP objectives.

3613 Applied Chemistry

Credit: 1
Prerequisite: ARD Committee Decision
Applied Chemistry is the practical study of the characteristics of matter, energy transformations, atomic structure, elements, and the behavior of gases. Students will be given grade-level specific instruction necessary to master IEP objectives.

3813 Applied Environmental Science
Credit: 1
Prerequisite: ARD Committee Decision
Applied Environmental Science is the practical study of habitats, ecosystems and biomes and their interrelations to sources of energy, populations, and environments. Students will be given grade-level specific instruction necessary to master IEP objectives.

3913 Applied Aquatic Science
Credit: 1
Prerequisite: ARD Committee Decision
Applied Aquatic Science is the practical study of the components of an aquatic ecosystem and the relationships among aquatic habitats and ecosystems. Students will be given grade-level specific instruction necessary to master IEP objectives.

4513 Applied World Geography
Credit: 1
Prerequisite: ARD Committee Decision
Applied World Geography is the examination of people, places, and environments at the local, regional, national and international levels. Students will be given grade-level specific instruction necessary to master IEP objectives.

4613 Applied World History
Credit: 1
Prerequisite: ARD Committee Decision
Applied World History is the study of significant people, events, and issues from the earliest times to the present. Students will be given grade-level specific instruction necessary to master IEP objectives.

4713 Applied U.S. History
Credit: 1
Prerequisite: ARD Committee Decision
Applied U.S. History is the study of the political, economic, and social events as they relate to the industrialization, urbanization, and the major wars that shaped the modern United States. Students will be given grade-level specific instruction necessary to master IEP objectives.

4810 Applied U.S. Government
Credit: .5
Prerequisite: ARD Committee Decision

Applied U.S. Government is the study of the beliefs upon which the United States was founded and the structure, functions, and powers of government at the national, state, and local levels. Students will be given grade-level specific instruction necessary to master IEP objectives.

4010 Applied Economics
Credit: .5
Prerequisite: ARD Committee Decision
Applied Economics is the study of the principals of production, consumption, and distribution of goods and services in a free enterprise economy. Students will be given grade-level specific instruction necessary to master IEP objectives.

9383 College & Career Path I 9393 College & Career Path II 9403 College & Career Path III 9413 College & Career Path IV
Credit: 1
Prerequisite: ARD Committee Decision
The courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Path courses focus on developing the habits and skills that are expected in college study and the workforce.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES
An individualized program is designedfor students who will earn credits leading to high school completion, through the provisions B and C as previously described in Special Education Graduation Requirements. To meet minimum requirements for graduation through IEP, a student must complete at least 22 units of credit. One credit is earned when the student masters the objectives specified in the IEP. Students may repeat course work until IEP objectives are mastered. Each student's course of study is designed by the ARD Committee, which specifies content objectives and mastery required within the student's IEP. Special education programs for students with significant cognitive disabilities and course objectives are developed to meet the unique needs and capabilities of each student.

Functional English Sequence 1503 Functional English I 1603 Functional English II 1703 Functional English III 1803 Functional English IV
Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic word function and literacy skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Math Sequence: 2503 Functional Algebra I 2603 Functional Geometry 2003 Functional MMA 2703 Functional Algebra II
Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic mathematical function skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Science Sequence: 3503 Functional Biology 3003 Functional IPC 3603 Functional Chemistry 3703 Functional Physics
Credit: 1
Prerequisite: ARD Committee Decision
In this course, students will develop basic scientific and life science function skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Social Studies Sequence:

4503 Functional W. Geography
4603 Functional W. History
4703 Functional U.S. History
4800 Functional Government
4000 Functional Economics

Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic civics and social studies skills. Students are given prerequisite instruction required to be successful on IEP objectives.

9983 Personal Health

Credit: .5
Prerequisite: ARD Committee Decision
Students are given exposure and training at various sites to improve independent functioning, knowledge of nutrition, wellness, ecology, human growth, and development.

1909 Functional Communication Application

Credit: .5
Prerequisite: ARD Committee Decision Students learn effective communication for life.

9923 Vocational Preparation

Credit: 1
Prerequisite: ARD Committee Decision
Students learn basic job skills in several occupational settings commensurate with the students' interest and ability.

9903 Functional Science Elective

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students learn skills necessary to increase independent functioning in health care, housekeeping, clothing care and meal preparation.

9963 Functional Social Studies Elective

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students are instructed through individual, cooperative, and community-based activities to constructively handle leisure time, learn social and interpersonal skills, and better understand family life, community, and government functioning.

9463 Functional Math Elective

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students are instructed in practical applications of numeration, time, measurement, and money in functional settings.

9473 Functional Reading

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students will utilize environmental signs and functional words to develop communication skills to foster independence.

9185-9188: Occupational Preparation

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
In the classroom setting, this course is designed to help students in the Adult Transition Program and employer- employee relations. It will also teach acceptable workplace etiquette as well as appropriate social interactions. The students will receive additional instruction through classroom modeling.

9189-9192: Work Based Learning (AM)

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students will go out into the community with a district employee in the AM and receive on the job training skills at community sites. This course will give them job skills to help prepare the student for employment after completing the program. Please note that the Adult Transition Program does not guarantee job placement.

9193-9196: Work Based Learning (PM)

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
Students will go out into the community with a district employee in the PM and receive on the job training skills at community sites. This course will give them job skills to help prepare the student for employment after completing the program. Please note that the Adult Transition Program does not guarantee job placement.

9145-9152 Career Prep I-8

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
This course provides students with hands on learning within career clusters to prepare them for occupational settings commensurate with the student's interests and abilities.

9153-9160: Functional Activities for Daily Living 1-8

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
This course offers information and practical experience regarding personal health and hygiene, grooming, domestic, and social skills as it relates to independent living and/or employment.

9161-9168: Citizenship for Life 1-8

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
This course provides students with hands-on learning to explore skills and information for independent living by navigating campus environments to generalize into real world experiences.

9169-9174: Work Based Learning 1-6

Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
This course refines skills acquired in prerequisite courses. Students will participate in off campus vocational training without financial gain.

9175-9180: Work Based Learning Lab 1-6 Credit: Local as determined by ARD Committee Prerequisite: ARD Committee Decision
This course provides a hands-on training experience in a simulated campus-based work environment designed to assess both job and independent living skills to guide them in the process of transition from school to the real world.

JUNIOR HIGH SCHOOL OVERVIEW

INTRODUCTION

This course selection catalog is designed to help you select courses that you will take during your seventh and eighth grade years. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability.
The role of the junior high school is a dual one:
to refine the fundamental skills that you learned in earlier grades to introduce you to other areas that can be developed later in your educational career.
Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this guide.

JUNIOR HIGH CURRICULUM

Instruction in grades seven and eight covers the Texas Essential Knowledge and Skills mandated by the Texas Education Agency which includes creative/critical thinking skills, processing skills, research skills and concept-based subject matter. Technology applications are an important part of the curriculum for students and are integrated throughout English, science, history, and math.

GRADING SYSTEM

Student performance is reported using numerical grades:
A 90 - 100
B 80 - 89
C 70-79
F 69 and below I Incomplete
No credit due to excessive absences

CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit to advance a grade level. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (LOCAL)].

HIGH SCHOOL CREDIT COURSES

Junior high school students may receive credit toward high school graduation requirements for high school-level courses satisfactorily completed in grades seven and eight. The student will earn .5 credit for the semester course with a semester grade of 70 or above. The student will earn 1 credit for a yearlong class with a yearly average of 70 or above. High school-level courses taken in junior high are included in GPA computation to determine high school class rank. Students enrolled in Algebra I are required to take and meet the passing standard for the STAAR End-of-Course Exam.

SEMESTER GRADE DETERMINATION FOR HIGH SCHOOL COURSES

A semester grade consists of three six weeks grades and the semester exam. The three six weeks grades average together for 80% of the semester grade and the semester exam counts as 20% of the semester grade.

UNIVERSITY INTERSCHOLASTIC LEAGUE (U.I.L.)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the competition in the spring semester.

SEVENTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses

English Reading
Math Science
Social Studies
Physical Education/ Major Sports/Dance
One Elective or Math Improvement or Reading Improvement

Electives

Art 7 Band Choir
Beginning Orchestra
Intermediate Orchestra
Beginning Dance Intermediate Dance
Introduction to Theatre Intermediate Theater
Journalism Yearbook
Spanish I Spanish II
Spanish for Spanish Speakers I & II
French I

CTE Elective

Career Investigation

EIGHTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses

English * Math* Science* Social Studies*
Physical Education/Dance 2
Electives**

*Technology Application TEKS are integrated into the 8th gradefoundation courses throughout the year.
** Reading Improvement and/or Math Improvement may be required of students whose performance on the STAAR test is less than proficient. The student many lose one or two electives.

Electives

HS Art I
Art 8
Band
Beginning Orchestra
Intermediate Orchestra
Choir
Beginning Dance
Intermediate Dance
French I
French II
Career Investigation
Journalism Yearbook
Spanish II
Spanish for Spanish Speakers I & II
Introduction to Theater Intermediate Theatre
Theatre Production 8

CTE Electives

Career Investigation
Principles of Business, Marketing & Finance
Principles of Agriculture, Food & Natural Resources
Principles of Hospitality & Tourism
Fundamentals of Computer Science
Principles of Education and Training
Principles of Health Science
Principles of Construction

JUNIOR HIGH INSTRUCTIONAL PROGRAMS

COURSE DESCRIPTION

Courses are taught according to the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on developing knowledge and skills needed for success in high school. Recognizing and using higher levels of cognitive skills, developing processing skills, recognizing, and using critical and creative thinking skills will also be empathized. Interacting with concept-based subject matter and developing and improving oral and written communication skills in a variety of formats.

HIGH SCHOOL COURSE SCHEDULE CHANGES IN JUNIOR HIGH

A student may drop a HS credit course in JH up through the first progress report of the semester, and **all course requests must be submitted and completed by the end of the 4th week of school each semester**. If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a Non-HS credit course as a replacement.

GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP/GT courses in one or more of the core subject areas each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD for the first time (grades 6-12) are identified as gifted in specific subject- area(s), which is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. GT courses are offered in each of the core curriculum areas: math, science, English/language arts, and social studies.

SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework which meet State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually, and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. Each campus has a reading interventionist who participates in screening and planning for students. The campus dyslexia instructional program falls under the Section 504.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are Emerging Bilinguals (EB) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies through the use of Content-Based Language Instruction. The ESL program addresses the affective, linguistic, and cognitive needs of EB students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. Emerging Bilinguals enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

FINE ARTS

School districts must ensure that each student completes one Texas Essential Knowledge and Skills-based fine arts course in Grade 6, Grade 7, or Grade 8. TAC 74.3(a)(2). Fine arts courses offered in Lamar CISD junior high schools are art, band, choir, and theatre.

Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering.

EARN HIGH SCHOOL CREDIT IN JUNIOR HIGH

What are the advantages of earning high school credit in junior high school? This may allow **your child to complete graduation requirements early**, allow them to take more elective courses in high school, and provide challenging course work to your child. Grade points are earned toward high school GPA (Grade Point Average) for all high school credit courses in junior high.

High School Courses taken in Junior High: A student may drop a HS credit course in JH up through the first progress report of the semester, all course requests must be submitted and completed by the end of the 4th week of school each semester. If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a NON- HS credit course as a replacement. Below are the available high school credit courses offered in junior high.

ELECTIVES

LANGUAGES OTHER THAN ENGLISH

Course	Course Number	Prerequisite	Course Description
French I	**5733**	**Recommended prior year. Language Arts grade average of an 85 or higher. This is the same course as French I offered in grades 9 - 12.**	**Recommended Grade: 7th – 8th** **Credit: 1** The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course accordingto the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in French a significant amount of time.**
French II	**5743**	**French I**	**Recommended Grade: 8th** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French- speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), andpresentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**
Spanish for Spanish Speakers	**5633 (Fall)** **5643 (Spring)**	**Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of an 80.**	**Recommended Grade: 7th – 8th** **Credit: 1** This course is designed for student who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing student's ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course, depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. Grade points are earned toward high school GPA (Grade Point Average). **This course is conducted predominantly in Spanish.**

Spanish I	**5533**	**Recommended prior year. Language Arts grade average of an 85 or higher. This is the same course as Spanish I offered in grades 9 - 12.**	**Recommended Grade: 7th – 8th** **Credit: 1** This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to theTEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in Spanish a significant amount of time.**
Spanish II	**5543**	**Spanish I** **This is the same course as Spanish II offered in grades 9 - 12.**	**Recommended Grade: 8th** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish- speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in Spanish a significant amount of time.**
FINE ARTS			
Course	**Course Number**	**Prerequisite**	**Course Description**
Art I	**7503**	**None** **This is the same course as Art I offered in grades 9 - 12.**	**Recommended Grade: 8th** **Credit: 1** Art I is a high school level comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design. Grade points are earned toward high school GPA (Grade Point Average). Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.

CORE COURSES

MATHEMATICS

Course	Course Number	Prerequisite	Course Description
Algebra I - PAP	**2540**	**Grade 8 Math or equivalent**	**Recommended Grade: 8th** **Credit: 1** In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using College Board-approved curriculum and strategies. Carefully read the section describing Pre- AP/PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule. Students enrolled in Algebra I Pre-AP are required to take the STAAR End of Course Exam. Grade points are earned toward high school GPA (Grade Point Average). Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

CAREER & TECHNICAL EDUCATION (CTE)

Agriculture, Food & Natural Resources Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Agriculture, Food & Natural Resources	**7105**	**8th grade**	**Recommended Grade Level: 8** **Credit: 1; Applies towards high school credit** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of all our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member. Grade points are earned toward high school. GPA (Grade Point Average). *****NOTE: 8th grade students intending to participate in FFA must take Principles of Agriculture, Food & Natural Resources**

Business, Marketing & Finance Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Business, Marketing & Finance	**7309**	**8th grade**	**Recommended Grade Level: 8** **Credit: 1; Applies towards high school credit** Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).

Education & Training Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Education & Training	**7409**	**8th grade**	**Recommended Grade Level: 8** **Credit: 1; Applies towards high school credit** Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal, and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.

Hospitality & Tourism Career Cluster

Course	Course Number	Prerequisite	Course Description
Introduction to Culinary Arts	**7715**	**None**	**Recommended Grade Level: 8** **Credit: 1** 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 safety and sanitation, insight to 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.

Science, Technology, Engineering, and Math (STEM)

Course	Course Number	Prerequisite	Course Description
Principles of Applied Engineering	**8380**	**8th grade**	**Recommended Grade Level: 8** **Credit: 1; Applies towards high school credit** Are you the kind of person that likes to build things? If you answered yes, this is the course for you. Learn how to program a robot, design your own home, or create special effects for a movie. Learn by using cutting-edge equipment/technology, cooperative hands-on activities and gain the skills necessary to be successful in the Engineering/Technology career path. Grade points are earned toward high school GPA (Grade Point Average).
Fundamental of Computer Science	**2532**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.

Health Science Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Health Science	**7619**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.

ENGLISH LANGUAGE ARTS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
7 ELAR	**132**	**None**	This course focuses on reading, writing, listening, speaking, and thinking within a variety of genres of using text with increasing complexity. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others.
7 ELAR PAP GT	**138**		
English Learners Language Arts (ELLA) 7	**136**	**LPAC Recommendation**	This course includes the four domains of language (reading, writing, listening, speaking) and thinking within a variety of genres of increasing complexity and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply these genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others. Students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.
8 ELAR	**142**	**None**	This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, examine, and synthesize relevant information from varied sources and will present results both independently and as part of a collaborative group.
8 ELAR PAP GT	**148**		
English Learners Language Arts (ELLA) 8	**146**	**LPAC Recommendation**	This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, gather, and synthesize relevant information from varied sources and to plan agendas while participating collaboratively with others. Strands include the four domains of language (listening, speaking, reading, and writing) and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.
Reading 7 Improvement	**031**	**None**	These courses are designed to increase student knowledge and skills in mathematics or reading concepts. Instruction is focused on specific areas of need as identified by the state competency tests.
Reading 8 Improvement	**041**		
Math 7 Improvement	**231**		
Math 8 Improvement	**241**		

MATHEMATICS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Math 7	**237**	**None**	Mathematics Grade 7 focuses on using proportional relationships in a variety of problem-solving situations. Students apply addition, subtraction, multiplication, and division of decimals, fractions, and integers. Patterns, relationships, and algebraic thinking are used to represent relationships numerically, geometrically, verbally, and symbolically. Topics include solving equations, geometry and spatial reasoning, measurement, and probability and statistics. Critical thinking and problem-solving skills are emphasized. *Mathematics Grade 7 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all the Grade 8 Math TEKS. Students in Mathematics Grade 7 PAP GT will take the Grade 8 Math STAAR Assessment. This course meets the TEA requirement for an Algebra I prerequisite.
238A Math 7 PAP GT* (1st semester)	**238A**		
238B Math 7 PAP GT* (2nd semester)	**238B**		
Math 8	**247**	**None**	The primary focus on mathematics in Grade 8 is using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. Some of the topics students will study are patterns, relationships, and algebraic thinking, transformational geometry, measurement, and the Pythagorean Theorem. Emphasis will be placed on critical thinking and problem-solving skills.
Math 8 PAP GT	**249**		
Algebra I – Pre-AP	**2540**	**Grade 8 Math or an equivalent**	In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using College Board-approved curriculum and strategies. Carefully read the section describing Pre-AP/PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule. Students enrolled in Algebra I Pre-AP are required to take the STAAR End of Course Exam. Grade points are earned toward high school GPA (Grade Point Average). Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

SCIENCE

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Science 7	**334**	**None**	In Grade 7, the following concepts will be addressed in the following strands: Scientific and Engineering Practices, Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. **Grade 7 PAP/GT will increase students' understanding of concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. PAP courses prepare students who eventually intend to continue their studies in AP courses.
Science 7 PAP GT	**337**		
Science 8	**334**	**None**	In Grade 8, the following concepts will be addressed in the following strands: Scientific and Engineering Practices, Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. **Grade 8 PAP/GT will increase students' understanding of concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. PAP courses prepare students who eventually intend to continue their studies in AP courses.
Science 8 PAP GT	**347**		

SOCIAL STUDIES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Social Studies 7	**434**	**None**	Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.
Social Studies 7 PAP GT	**437**		
Social Studies 8	**444**	**None**	In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.
Social Studies 8 PAP GT	**447**		

PHYSICAL EDUCATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Physical Education 7th	**634**	**None**	This course introduces and develops skills in such lifetime activities as swimming, volleyball, softball, badminton, basketball, flag football, table tennis, touch football, tennis, soccer, folk dance, track/field, and kickball. Students learn the importance of physical fitness, good sportsmanship, and individual development.
Physical Education 8th	**644**		
Major Sports 7th	**636**	**Physical examination is required prior to tryouts**	The following competitive athletic programs are designed for those who are highly motivated to participate in team and individual UIL athletics. Participants are expected to meet all UIL regulations and must maintain academic standards while devoting a great deal of time outside the school day toward these programs. Tryouts and coach approval are required to participate in each sport listed below.
Major Sports 8th	**638**		
Beginning Dance	**633**	**None**	Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement.
Intermediate Dance	**634**	**Successful completion of Beginning Dance, or teacher approval**	Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement.
Kickstart I	**626**	**Successful completion of prior level for advanced levels**	****This course will only be offered in the 6th grade for 2022 – 2023, 7THgrade in the 2023-2024, and 8th grade in the 2024-2025 school years.*** This TEA recognized, in-school physical education program will teach character through karate by focusing on core values such as discipline, hard work, and respect. This multiyear program begins in the 6th grade and has an option for continued course participation through the 8th grade. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/ guardian permission is required, and students must apply for admission into the program.
Kickstart II	**627**	**Successful completion of prior level for advanced levels**	****This course will only be offered in the 6th grade for 2022 – 2023, 7THgrade in the 2023-2024, and 8th grade in the 2024-2025 school years.*** This TEA recognized, in-school physical education program will teach character through karate by focusing on core values such as discipline, hard work, and respect. This multiyear program begins in the 6th grade and has an option for continued course participation through the 8th grade. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/ guardian permission is required, and students must apply for admission into the program.
JROTC	**6051**	**Conference with JROTC instructor recommended prior to enrollment**	***Grade Level Recommendation: 8*** ***Credit: 1*** Taught at Lamar Consolidated High School and Terry High School. AFJROTC encourages its students to become well-informed, helpful, and healthy citizens by using a military model to teach leadership, discipline, and organizational skills. The curriculum is composed of Aerospace Science (40%), Leadership Education (40%) and Health and Wellness Education (20%). This course stresses communication skills and cadet corps activities. Additionally, drills and ceremonies, and uniform wear will be incorporated into portions of the Leadership Education curriculum for all cadet year groups. Health and Wellness Education uses the Presidential Physical Fitness program to track physical improvement and an Air Force Junior ROTC-approved curriculum emphasizing a healthy lifestyle.. Wear the Air Force uniform at least once per week is required to complete the course; uniform items are provided. Cadets will also have to meet personal grooming standards specific to males and females, primarily with respect to hair and facial hair.

Athletics offered are Football, Basketball, Cross Country, Soccer, Tennis, Track and Volleyball

ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
AVID — 7th Grade	**070**	**Application and interview with approval by a campus committee**	The seventh-grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine goals, work on intra-personal and interpersonal skills, as well as formal and informal speech. Students will complete evaluations related to reading, writing, organization, and speaking, and begin considering audience, purpose, and form in their writing. Students will understand the roles of all members in assignments and collaborative lessons and will expand their knowledge bases of note-taking in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers, and research, to increase their knowledge of college and career options.
AVID — 8th Grade	**080**	**Application and interview with approval by a campus committee**	The eighth-grade AVID Elective course is the year of preparation for high school. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Other areas of focus include increasing the use of technology, building upon their test preparation and test-taking knowledge, analyzing text, and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips.
Art 7	**734**	**None**	This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary. They will also develop the skills necessary for communicating ideas and emotions through art. The art studio is a creative environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses. Each student will maintain a portfolio. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Art 8	**744**		
Art I	**7503**	**None**	**Grade Level Recommendation: 8** Art I is a high school level comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design. Grade points are earned toward high school GPA (Grade Point Average). Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Beginning Band	**739**	**None**	**Grade Level Recommendation: 7-8** No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, every effort is made to honor the instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.

Concert Band	**740**	**Beginning Band or band director approval**	**Grade Level Recommendation: 7-8** Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions are encouraged. Full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Symphonic Band	**748**		
Honors Band	**749**	**Beginning Band or band director approval**	**Grade Level Recommendation: 7-8** This is the most advanced performing ensemble in the band program. Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts: Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions may be expected. Weekly, 1-hour section rehearsals and additional full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Tenor-Bass Choir	**750**	**None**	**Grade Level Recommendation: 7-8** These performing groups give the student training and experience in being a member of a specialized group. Emphasis is placed on two- and three-part music and includes a variety of styles from the traditional contest literature to the lighter form of contemporary music unique to the male and female voice. A continuation of experiences in performing as a soloist and ensemble member is emphasized. In this course, students continue to develop basic ear training/listening skills, individual/ensemble skills, vocal production, music reading, and musicianship. Students will develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will participate in a variety of concerts throughout the year as well as solo and ensemble contests, All- Region choir auditions, community programs, and the UIL Concert and Sightreading evaluation. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.
Treble Choir	**751**		
Beginning Dance	**753**	**None**	No previous is required for entry into this program. Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement. Some outside of-the-school day rehearsals are required to prepare for performances.
Intermediate Dance	**754**	**Beginning Dance or Dance Director approval**	Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement. Some outside of-the-school day rehearsals are required to prepare for performances.
Beginning Orchestra	**737**	**None**	**Grade Level Recommendation: 7-8** No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. Students playing violin, viola, and cello own their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare for the concerts. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.

Intermediate Orchestra	**738**	**Beginning Orchestra or Orchestra director approval**	**Grade Level Recommendation: 7-8** Students are placed in this group via audition with consideration to balanced instrumentation. Students in this orchestra continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, the Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the orchestra director. Participation in the LCISD Solo and Ensemble Contest, TMEA All Region Orchestra auditions are encouraged. Additional rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Beginning Mariachi Guitar	**752**	**Beginning Mariachi Guitar - None**	**Grade Level Recommendation: 7-8** Beginner Mariachi Guitar – Available only on campuses where District-approved mariachi programs are offered. This is a beginner level course for students to learn guitar. During the course of study some students will learn vihuela or guitarron. Students will learn to read music, play their instrument, and perform. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Intermediate Mariachi Guitar	**762**	**Intermediate Mariachi Guitar: Because of the limited number of students that will be allowed in this course, audition may be required.**	**Grade Level Recommendation: 7-8** Available only on campuses where District-approved mariachi programs are offered. This is a course for students who completed Beginning Mariachi Guitar or have passed a placement audition. During the course of study some students will learn vihuela or guitarron. Students will play their instrument and perform. After or Before-school rehearsals may be required to be in the program. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Introduction to Theatre	**731**	**None**	**Grade Level Recommendation: 7-8** This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations. Students who have received credit for this course in sixth grade school should not repeat this course in seventh or eighth grade.
Intermediate Theatre	**741**	**Introduction to Theatre**	**Grade Level Recommendation: 7-8** This course is a continuation and progression of the Introduction to Theatre course. Students will be given higher-level activities involving acting, oral interpretation, technical theatre, and the elements of theatre production. This theatre arts course is designed for students who are planning on participating in all aspects of play production. Students may have the opportunity to audition for productions. These events will require additional preparation and involvement after school.
Theatre Production	**732**	**Intermediate Theatre or theatre teacher approval**	**Grade Level Recommendation: 7-8** This advanced course is for students who have a desire to be involved with play productions. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after- school rehearsals.

JOURNALISM

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Journalism 7th	**013**	**None**	This course is designed for students who show an aptitude for writing. Students write articles for school publications and learn to do editing and layout work. A newspaper, yearbook and/or literary journal may be published.
Yearbook 7th	**023**	**None**	
Journalism 8th	**033**	**None**	This course is designed for students who show an aptitude for writing. Students write articles for school publications and learn to do editing and layout work. A newspaper, yearbook and/or literary journal may be published.
Yearbook 8th	**043**	**None**	

LANGUAGES OTHER THAN ENGLISH

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
French II	**5743**	**French I**	**Recommended Grade: 8** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade point average). **This class is conducted in French a significant amount of time.**
Spanish I	**5533**	**Recommended prior year Language Arts grade average of an 85 or higher**	**Recommended Grade: 7th – 8th** **Credit: 1** This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in Spanish a significant amount of time.**

Spanish II	**5543**	**Spanish I**	**Recommended Grade: 8** **Credit: 1** This course continues the development of listening, speaking, reading, and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade point average). **This class is conducted in Spanish a significant amount of time.**
Spanish for Spanish Speakers	**5633 Fall** **5643 Spring**	**Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of 80**	**Recommended Grade: 7-8** **Credits: 2** This course is designed for student who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing student's ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course, depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in Spanish a significant amount of time.**

CTE PROGRAMS OF STUDY /JUNIOR HIGH

JUNIOR HIGH CTE COURSES

COURSE NAME	COURSE NUMBER	PREREQUISITE(S)	COURSE DESCRIPTION	PROGRAM OF STUDY
Career Investigation	**825**	**None**	**Recommended Grade Level: 7 or 8** Wondering what CTE is all about? Wondering what career clusters and training are available at your school? Discover different career choices available in high skill, highdemand job areas. Explore key concepts in each CTE Career Cluster along with learning leadership and computer skills, career/workplace etiquette, and career development. Career Clusters focus includes Family Consumer Sciences, Agriculture, Construction & Transportation, STEM/Engineering and Business. **This class is geared for 7th grade students as an introductory course to CTE and Endorsement Career Clusters available in LCISD. 8th graders may elect to take this course. Hands-on projects and cooperative learning will be utilized when available.*	**None**
The following CTE classes apply to high school credit; these courses are the introduction to various Endorsements. Please refer to the "High School Overview" section of this catalog under "Planning Your Schedule."				
Fundamentals of Computer Science	**2532**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.	**Cybersecurity** **Engineering** **Programming & Software Development**
Principles of Agriculture, Food & Natural Resources	**7105**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of all our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table.Learn leadership, record-keeping skills and could raise an animal as a FFA member. Grade points are earned toward high school. GPA (Grade Point Average). ***NOTE: 8th grade students intending to participate in FFA must take Principles of Agriculture, Food & Natural Resources	**Animal Science** **Applied Agricultural Engineering** **Plant Science**
Principles of Business, Marketing & Finance	**7309**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).	**Business Management** **Marketing and Sales**

Principles of Education & Training	**7409**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services. Some of the areas of training are teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal, and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.	**Teaching and Training**
Principles of Health Science	**7619**	**8th grade**	**Grade Level: 8** **Credit: 1; Applies towards high school credit** Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.	**Healthcare Diagnostics** **Healthcare Therapeutics**
Introduction to Culinary Arts	**7715**	**8th grade**	**Recommended Grade Level: 8** **Credit: 1** 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 safety and sanitation, insight to 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**
Principles of Applied Engineering	**8380**	**8th grade**	**Recommended Grade Level: 8** Credit: 1; Applies towards high school credit Are you the kind of person that likes to build things? If you answered yes, this is the course for you. Learn how to program a robot, design your own home, or create special effects for a movie. Learn by using cutting-edge equipment/technology, cooperative hands-on activities and gain the skills necessary to be successful in the Engineering/Technology career path. Grade points are earned toward high school GPA (Grade Point Average).	**Engineering**

MIDDLE SCHOOL OVERVIEW

INTRODUCTION

This middle school guide is designed to help you select courses that you will take during your sixth-grade year. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability. The role of the middle school is one of transition from elementary school to junior high school. During this year, you will have the opportunity to refine skills learned in the elementary grades and develop some new skills to help you to be more successful in the future. Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this publication.

MIDDLE SCHOOL CURRICULUM

Students in sixth grade are instructed in curriculum that covers the Texas Essential Knowledge and Skills (TEKS) mandated by the Texas Education Agency and includes creative/critical thinking skills, processing skills, research skills and concept- based subject matter.

GRADING SYSTEM

Student performance is reported using numerical grades:

A	90 - 100
B	80 - 89
C	70-79
F	69 and below
I	Incomplete
#	No credit due to excessive absences

CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit for sixth grade and go on to seventh grade. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (Local)].

PROMOTION/RETENTION

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following four courses: language arts (the average of English and reading), mathematics, science, and social studies. In addition, the student must meet minimum expectations on the reading and mathematics sections on the state-mandated assessment STAAR.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the competition in the spring semester. The tournaments are governed by state rules and take place at regional levels. The regional tournaments usually require travel to another school district on a Saturday in the spring semester.

SIXTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses	Elective
English*	Art***
Reading*	Band***
Math*	Choir***
Science*	Theatre***
Social Studies*	
Physical Education/Health*	
Reading Improvement or Math Improvement or Elective**	

*Technology Application TEKS, are integrated into the foundation courses throughout the year.

**Reading Improvement or Math Improvement may be required of students whose performance on the STAAR test is less than proficient.

***School districts must ensure that each student completes one Texas essential knowledge and skills-based fine arts course in Grade 6, Grade 7, or Grade 8.
TAC 74.3(a)(2). Fine arts courses in offered in Lamar CISD middle schools are art, band, choir, and theatre.

Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

MIDDLE SCHOOL INSTRUCTIONAL PROGRAMS COURSE DESCRIPTION

Courses are taught according to the district curriculum, whichis based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on recognizing and using higher levels of cognitive skills, developing processing skills, recognizing, and using critical and creative thinking skills, interacting with concept-based subject matter, and developing and improving oral and written communication skills in a variety of formats.

GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP GT courses in one or more of the core subject areas for which they have been identified to receive GT services each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the GT program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD (grades 6-12) are identified as gifted in specific subject-area(s), which is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. PAP GT courses are offered in each ofthe core curriculum areas: science, English/language arts, math, and social studies.

SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework with State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually, and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. The campus dyslexia instructional program falls under the Section 504 or Special Education.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs and course objectives for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies using Content-Based Language Instruction. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

CENTRALIZED PROGRAMS

Centralized programs may only be offered at some middle school campuses in the district.

Lamar CISD makes a concerted effort to avail all programs to students, however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering unless waived by the building principal.

MIDDLE SCHOOL COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
6 ELAR	**119**	**None**	This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions.
6 ELAR PAP GT	**118**		
6 English ESL	**125**	**LPAC Recommendation**	This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions. Students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

MATHEMATICS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Mathematics	**227**	**None**	The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship result in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. *Mathematics Grade 6 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all the Grade 6 Math TEKS. Students in Mathematics Grade 6 PAP GT will take the Grade 6 Math STAAR Assessment.
Mathematics PAP/GT	**230**		

SCIENCE

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Science	**327**	**None**	In Grade 6, the following concepts will be addressed in the following strands: Scientific and Engineering Practices, Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. **Grade 6 PAP/GT will increase students' understanding of concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. PAP courses prepare students who eventually intend to continue their studies in AP courses.
Science PAP GT	**328**	**None**	

SOCIAL STUDIES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Social Studies 6	**427**	**None**	This course is the study people, places, and societies of the contemporary world. Societies selected for study are from major cultural regions of the world. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students compare institutions common to all societies such as government, education, and religious institutions.
Social Studies 6 PAP GT	**429**		

PHYSICAL EDUCATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
PE	**601**	**None**	Sixth grade students participate in a full suit-out and shower physical education program that includes fitness and conditioning, individual activities, and team sports. Students also have an opportunity to learn long-lasting, healthy living concepts. Health in sixth grade heightens awareness about the links between health and personal choice and helps thestudent learn how to develop a healthy lifestyle.
Kickstart Kids Karate Program I	**625**	**None for Level I; successful completion of prior level for advanced levels**	***This course will only be offered in the 6th grade for 2022 – 2023, 7THgrade in the 2023-2024, and 8th grade in the 2024-2025 school years.*** This TEA recognized, in-school physical education program will teach character through karate by focusing on core values such as discipline, hard work, and respect. This multiyear program begins in the 6th grade and has an option for continued course participation through the 8th grade. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/ guardian permission is required, and students must apply for admission into the program.

ELECTIVE COURSES

Student choices in course selection may limit elective options.
Staffing and class sizer may also limit elective choices

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Introduction to Art	**721**	**None**	Introduction to Art is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques, and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements of art and principles of design. The art studio is a creative environment, rich with experiences to personally develop every student.
Beginning Band	**723**	**None**	No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, effort is made to honor the student's instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the band director at the school. The students perform 1-3 concerts per year. Some outside-of- the-school day rehearsals are required to prepare for the concerts. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Beginning Choir	**722**	**None**	Choral Music is open to students interested in singing and learning the basics of singing. Students must enroll for the entire year. Students will learn and develop proper vocal techniques and music reading skills to perform many different types of music from popular to traditional styles. Performance opportunities may include public concerts throughout the year, a spring festival competition, and a pop show. Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

Beginning Orchestra	**737**	**None**	No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. If possible, effort is made to honor the student's instrument request. However, each orchestra director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the orchestra program. Students playing violin, viola, and cello own their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the orchestra director. A limited number of school-owned instruments are available. Parents of students with financial needs should contact the orchestra director at the school. The students perform 1-3 concerts per year. Some outside of-the-school day rehearsals are required to prepare for the concerts. An annual $35 fee is charged to students selected by the program director to use school-owned instruments.
Introduction to Theatre	**724**	**None**	This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation characterization, technical theatre (including scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in- class performances and individual / group presentations.

Notes:

Notes:

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