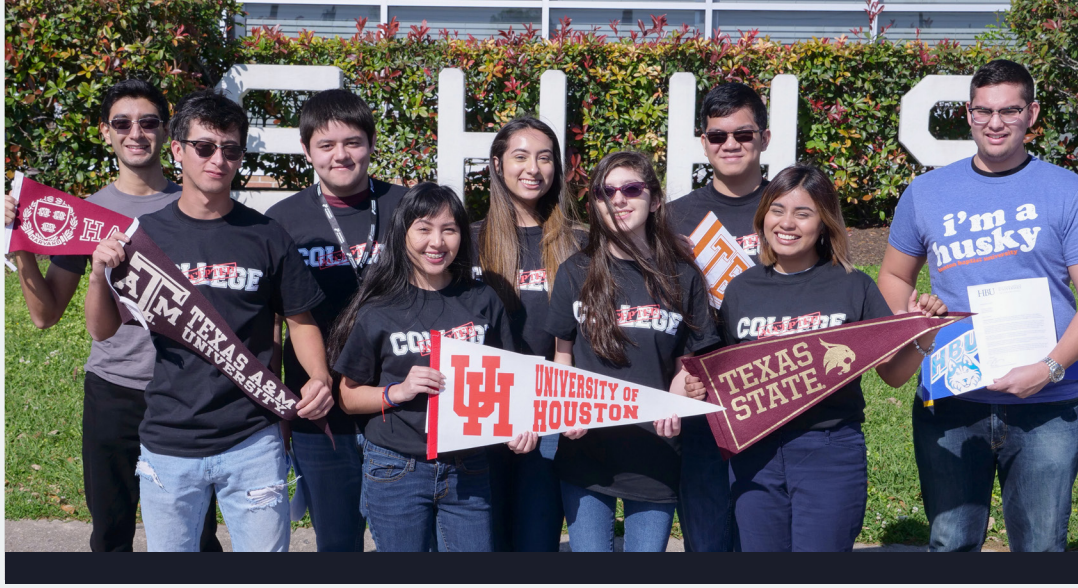
PASADENA ISD



HIGH SCHOOL

Course Selection & Registration Guide

www.pasadenaisd.org

2020
2021

Our Mission

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

We Believe That

- Everyone has purpose, worth, and dignity.
- Individual potential is unknown and immeasurable.
- Family dynamics profoundly influence the decisions individuals make and the people they become.
- Connecting with others and building positive, meaningful relationships are essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- Feeling safe enhances the ability to learn.
- Diversity adds value to all areas of life.
- Change is natural and continuous.
- Each person is responsible and accountable in all aspects of life for the choices he or she makes.

This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates at: www.pasadenaisd.org.

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Pasadena Independent School District
"National Model School District"

Dear Parents and Students:

The opportunities for students in the Pasadena Independent School District to be successful are endless. The path to achieving academic success starts with all of us working together to provide the support your children need to discover their full potential, take on challenges and achieve their dreams. Together, we can encourage students to make choices that prepare them academically and socially to become well-rounded individuals who are ready for this rapidly changing world.

The Course Selection Guide makes a strong connection between high school preparation and your student's career choices. The information provides an outline of courses and programs of study. The academic decisions your student makes now will significantly impact his or her future options in college or the work place. We encourage students to take the most challenging courses available to them while in high school.

This Course Selection Guide serves as your child's personal, four-year-high school planning guide. It is our hope that students use it as a roadmap to their futures and a way of recording their accomplishments along the way. Please know that our counselors, administrators and teachers are ready to provide information and guidance to you during the selection process. There are no limits or boundaries to what your son or daughter can accomplish. Let's plan together wisely to help them achieve success.

Best wishes to each of our students as they begin their high school years.

Sincerely,

DeeAnn Powell

DeeAnn Powell, ED.D.
Superintendent of Schools

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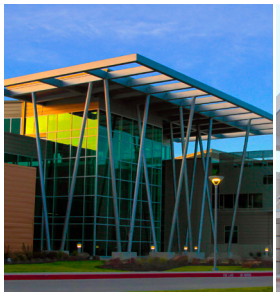

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Section 1

State Graduation Plans

Portrait of a Graduate

The Pasadena ISD portrait of a 21st century graduate reflects the beliefs, goals and mission of the district. Embedded within the strategic plan, the portrait is reflected by the successful integration of instruction, character development, and technology designed to equip students to demonstrate mastery of the following:

PORTRAIT
OF A PASADENA ISD GRADUATE

Innovative Thinker

- Perceives & assesses problems & challenges
- Demonstrates skills in organization, analysis, interpretation, evaluation, & flexibility
- Identifies alternatives & selects a solution
- Employs higher-order thinking & sound reasoning

Responsible Citizen

- Respects & values individual rights, cultural diversity, & heritage
- Demonstrates self-discipline, honesty, respect, & integrity
- Actively participates in social & political processes
- Obeys the law & seeks appropriately & constructively to effect change
- Respects the environment

Academic & Growth Mindset

- Sets & prioritizes achievable goals & takes responsibility for accomplishing them
- Takes healthy risks & learns from mistakes
- Recognizes knowledge & skills must be acquired to adapt to inevitable change

Effective Communicator

- Communicates clearly & skillfully using a variety of techniques & media
- Listens sensitively & provides & accepts appropriate feedback
- Recognizes need for, & benefits of, basic understanding of more than one language

Self Directed Learner

- Sets high expectations
- Sets & achieves team & career goals
- Leads, delegates, or collaborates in order to achieve a common goal
- Possesses 21st Century knowledge & skills to achieve a positive future
- Uses real-world tools effectively

Students Entering Grade Nine
2014–2015 School Year and Beyond

Foundation Only
22 Credits

- **English** *(4 credits)*
  *English I, II, III, IV **or** one credit in an advanced English course*
- **Mathematics** *(3 credits)*
  Algebra I, Geometry, one credit in an advanced math course
- **Science** *(3 credits)*
  Biology, IPC or an advanced science course, an additional advanced science course
- **Social Studies** *(3 credits)*
  US History, Government, Economics, World Geography or World History
- **Language other than English** *(2 credits)*
- **Physical Education** *(1 credits)*
- **Fine Arts** *(1 credits)*
- **Electives** *(5 credits)*
  May include CTE or Certification Courses
- Students may opt to Foundation only after completing sophomore year.

Foundation + Endorsement
26 Credits

- **English** *(4 credits)*
  *English I, II, III, IV **or** one credit in an advanced English course*
- **Mathematics** *(4 credits)*
  Algebra I, Geometry, two credit in an advanced math course
- **Science** *(4 credits)*
  Biology, one credit in IPC or in any authorized advanced science course, two credits in any advanced science course
- **Social Studies** *(3 credits)*
  US History, Government, Economics, World Geography or World History
- **Language other than English** *(2 credits)*
- **Physical Education** *(1 credits)*
- **Fine Arts** *(1 credits)*
- **Electives** *(7 credits)*
  (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses)
- Credit requirements specific to at least one endorsement.

Distinguished Level of Achievement
26 Credits

- **English** *(4 credits)*
  *English I, II, III, IV **or** one credit in an advanced English course*
- **Mathematics** *(4 credits)*
  Algebra I, Geometry, Algebra II, one credit in an advanced math course
- **Science** *(4 credits)*
  Biology, one credit in IPC or in any additional authorized advanced science course, two credits in any advanced science course
- **Social Studies** *(3 credits)*
  US History, Government, Economics, World Geography or World History
- **Language other than English** *(2 credits)*
- **Physical Education** *(1 credits)*
- **Fine Arts** *(1 credits)*
- **Electives** *(7 credits)*
  (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses)
- Credit requirements specific to at least one endorsement.

A student must demonstrate speech proficiency by receiving credit in one of the following courses: Communication Applications, Professional Communications, AVID 1, Debate 1, Public Speaking 1, Theatre Arts 1, Journalism, Advanced Broadcast Journalism 1, Advanced Journalism: Yearbook 1, Advanced Journalism: Newspaper 1, or a CTE Practicum course.

STEM	Business & Industry	Public Service	Arts & Humanities	Multidisciplinary
Engineering* Robotics* Advanced Math Advanced Science Process Technology Computer Science	Agriculture* Architecture & Const.* Auto Tech* Auto Collision* Business, Marketing, & Finance* Computer Maintenance / Networking* Fashion Design* Culinary Arts* Graphic Design* Hospitality & Tourism* Maritime/ Port Operations* Small Engine Repair A/V Production* Welding*	Education & Training* Health Science* Cosmetology* Child Development* Criminal Justice* Political Science* ROTC Health Science Certifications*	Fine Arts Visual Arts Language Other than English (LOTE) Social Studies	*Select advanced courses from the curriculum of each of the other endorsement areas.*

*These Endorsement Pathways require a coherent sequence of CTE courses in a targeted area of study. *NOTE: Not all career endorsement pathways are offered at every secondary campus.*

Required State Assessments		Performance Acknowledgments	
English I English II Algebra I	US History Biology	**Outstanding Performance:** Dual Credit coursework, Bilingualism/Bileracy, AP Exam, PSAT, SAT, or ACT	**Certification:** Nationally or internationally recognized business or industry certificate or license

Pasadena ISD Course Registration

Counselors will visit every year with students during the pre-registration process to discuss their course selections for the next year school. In collaboration with your school counselor, it is the students' responsibilities to select the appropriate career and graduation choices when planning their course selections.

Pasadena ISD Schedule Change Procedures

In the early spring of each school year, students are given the opportunity to choose courses after having met with their counselor for an informational session. In early May, students are sent a copy of their course requests and are given a second opportunity to make changes. After that time the Master Schedule is developed.

The student course requests are used to make decisions about the number of sections of each course. For example, if 60 students request a particular class, two sections will be offered; if only 30 students request the class, only one section will be offered. Therefore, after the Master Schedule has been created, there are very few slots available to accommodate late request for changes.

In order to maintain balance of classroom numbers and to minimize disruptions to the academic process, schedule changes will be made for the following reasons by using the Schedule Change Request Form.

- A student has already received credit for the class in which they are currently scheduled.
- A male has been scheduled into a female PE/Athletics, or vice versa.
- A student is in a class for which they do not have the appropriate prerequisite (i.e., enrolled in
- Spanish II and has not taken Spanish I).
- A student is a SENIOR and needs the requested class for graduation.
- A student is duplicating a class in which they are enrolled through the Dual Credit program at San Jacinto Community College (documentation must be submitted showing the student has enrolled in the course).
- A student is trying to raise the level of academic rigor in their schedule (i.e., enrolled in an elective class but wants to take a more rigorous core-subject class instead).
- A student needs to move from a PreAP/AP class to a regular level course in order to be academically successful (during the first two weeks of school only). After the first two weeks a schedule change of this type requires a special form and a parent – teacher conference).

A student requiring a schedule change must pick up a Schedule Change Request Form in the counseling office. The deadline for all schedule changes is 10 days after the start of each semester.

In general, elective change requests will not be honored. However, if a student is trying to move from a regular elective into an extracurricular programs (i.e. band, choir, and athletics) the request for the change will be considered but must be initiated by the coach/program director.

Graduation Requirements

Students entering grade 9 in the 2011–12 school year and thereafter must pass STAAR/End of Course (EOC) assessments and fulfill state graduation credits to be eligible to participate in the high school graduation ceremony.

Students entering grade 9 during the 2014–2015 school year and thereafter have the following graduation plans listed below:

- The Foundation High School Program requires successful completion on 22 state-approved credits. Access to this program requires written permission from the counselor and parent only after the completion of the 10th grade year.
- The Foundation High School Program Plus Endorsement requires successful completion of 26 state-approved credits.
- The Distinguished Level of Achievement includes successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for
- at least one endorsement, including four credits in science and four credits in mathematics, to include Algebra II.

Grade Classification

Grade classification is tied to units of credit earned. The requirements for each classification beyond freshman (ninth grade) are listed below.

Units of Credit	*Grade Placement*
5	**10** (Sophomore)
10	**11** (Junior)
16	**12** (Senior)

STAAR Program

Graduation Plans

High School Students will be required to successfully complete five End of Course (EOC) assessments for all graduation plans. The tests are administered three times a year with opportunities for retakes if the student does not earn a minimum passing score.

The tests are administered for the following courses:
Algebra I, English I, English II, Biology, US History

ARTS & HUMANITIES ENDORSEMENT GRADUATION REQUIREMENTS

Foundation High School Plan

English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits:
English I (EOC) English II (EOC) English III English IV	Algebra I (EOC) Geometry Advanced Math	Biology (EOC) IPC, Chemistry, or Physics Advanced Science	W. Geography or W. History or Combination Class US History (EOC) Government/ Economics	LOTE 2.0 PE 1.0 Fine Arts 1.0	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

FHSP PLUS SOCIAL STUDIES OPTION:

A & H Social Studies

English	Math	Science	Social Studies	Required	Electives	Total Credits :
	Advanced Math (Algebra 2 unless taken as the third math)	Advanced Science	TWO Additional Social Studies Courses		One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 5.0	Required 4.0	Electives 5.0	26

FHSP PLUS WORLD LANGUAGES OPTION:

A & H World Languages Option

English	Math	Science	Social Studies	Required	Electives	Total Credits :
	Advanced Math (Algebra 2 unless taken as the third math)	Advanced Science		4 levels of the same LOTE or 2 Levels of the same language in one LOTE and 2 levels of a different Lote	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 6.0	Electives 5.0	26

FHSP PLUS FINE ARTS OPTION:

A & H Plus Fine Arts

English	Math	Science	Social Studies	Required	Electives	Total Credits :
	Advanced Math (Algebra 2 unless taken as the third math)	Advanced Science		*A coherent sequence of 4 courses in one of the following:* • Art • Dance • Music • Theater	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 7.0	Electives 4.0	26

BUSINESS & INDUSTRY ENDORSEMENT GRADUATION REQUIREMENTS

Foundation High School Plan

English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits:
English I (EOC) English II (EOC) English III Advanced English	Algebra I (EOC) Geometry Advanced Math	Biology (EOC) IPC, Chemistry, or Physics Advanced Science	W. Geography or W. History or Combination Class US History (EOC) Government/ Economics	LOTE 2.0 PE 1.0 Fine Arts 1.0	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

FHSP PLUS CTE OPTION

Business & Industry CTE Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science		A coherent sequence of CTE courses for 4 or more credits chosen from the following clusters: • Agriculture • Architecture & Constr. • Arts, A/V Tech & Comm. • Business Mgmt & Admin. • Finance • Hospitality & Tourism • Information Technology • Manufacturing • Marketing • Transportation, Distr. & Logistics		
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 8.0	Electives 3.0	26

FHSP PLUS ENGLISH OPTION

Business & Industry English Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
Four English Electives 3 levels in the following • Debate • Adv. Journalism • Adv. Broadcast Journalism (These courses would satisfy the speech proficiency requirement)	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science				
English 8.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 4.0	Electives 3.0	26

Speech proficiency requirement: Students will satisfy this requirement by taking the principles or practicum course in their CTE Coherent Sequence.

Distinguished Level of Achievement: Students completing this endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

MULTIDISCIPLINARY ENDORSEMENT GRADUATION REQUIREMENTS

Foundation High School Plan

English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits:
English I (EOC) English II (EOC) English III English IV	Algebra I (EOC) Geometry Advanced Math	Biology (EOC) IPC, Chemistry, or Physics Advanced Science	W. Geography or W. History or Combination Class US History (EOC) Government/ Economics	LOTE 2.0 PE 1.0 Fine Arts 1.0	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

FHSP PLUS CORE COURSE OPTION:

Multidisciplinary Core Course

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science *(Chemistry or Physics must be one of the 4 credits of science)*	Additional Social Studies		One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 4.0	Required 4.0	Electives 6.0	26

FHSP PLUS MULTIDISCIPLINARY CORE COURSE WITH SPECIALIZATION

Multidisciplinary Core Course with Specialization

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science *(Chemistry or Physics must be one of the 4 credits of science)*	Additional Social Studies	A coherent sequence of 4 credits for: • Athletic Training • Health/Wellness • Fitness • AVID	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 4.0	Required 8.0	Electives 2.0	26

FHSP PLUS AP OR DUAL CREDIT OPTION:

Multidisciplinary AP or Dual Credit

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science		4 courses of AP or Dual Credit	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 4.0	Electives 7.0	26

Distinguished Level of Achievement: Students completing this endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

PUBLIC SERVICE ENDORSEMENT GRADUATION REQUIREMENTS

Foundation High School Plan

English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits:
English I (EOC) English II (EOC) English III Advanced English	Algebra I (EOC) Geometry Advanced Math	Biology (EOC) IPC, Chemistry, or Physics Advanced Science	W. Geography or W. History or Combination Class US History (EOC) Government/ Economics	LOTE 2.0 PE 1.0 Fine Arts 1.0	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

FHSP PLUS CTE OPTION:

Public Service CTE Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science		A coherent sequence of CTE courses for 4 or more credits chosen from the following clusters: • Education & Training • Government & Public Administration • Health Services • Human Services • Law, Public Safety, Corrections & Securities		
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 8.0	Electives 3.0	26

FHSP PLUS JROTC OPTION:

Public Service JROTC Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math *(Algebra 2 unless taken as the 3rd Math)*	Advanced Science		4 Courses in JROTC	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 8.0	Electives 3.0	26

Speech proficiency requirement: Students will satisfy this requirement by taking the principles or practicum course in their CTE Coherent Sequence.

Distinguished Level of Achievement: Students completing this endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

STEM ENDORSEMENT GRADUATION REQUIREMENTS

Foundation High School Plan

English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits:
English I (EOC) English II (EOC) English III English IV	Algebra I (EOC) Geometry Advanced Math	Biology (EOC) Chemistry Physics	W. Geography or W. History or Combination Class US History (EOC) Government/ Economics	LOTE 2.0 PE 1.0 Fine Arts 1.0	One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

FHSP PLUS CTE OPTION:

STEM CTE Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math	Advanced Science		A coherent sequence of CTE courses for 4 or more credits chosen from the STEM (Engineering/ Computer Science Cluster)		
English 4.0	Math 4.0	Science 4.0	Soc Studies 3.0	Required 8.0	Electives 3.0	26

FHSP PLUS MATH OPTION:

STEM Math Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Two Advanced Math courses *(The courses selected must have Algebra 2 as a prerequisite)*	Advanced Science			One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 5.0	Science 4.0	Soc Studies 3.0	Required 4.0	Electives 6.0	26

FHSP PLUS SCIENCE OPTION:

STEM Science Option

English	Math	Science	Social Studies	Required	Electives	Total Credits:
	Advanced Math	Two Additional Advanced Science Courses			One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
English 4.0	Math 4.0	Science 5.0	Soc Studies 3.0	Required 4.0	Electives 6.0	26

Speech proficiency requirement: Students will satisfy this requirement by taking the principles or practicum course in their CTE Coherent Sequence.

Distinguished Level of Achievement: Students completing this endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

Grade-Point Averages & Class Rankings

Students earn grade points based upon their numeric semester averages in all courses taken (including summer school, evening school, correspondence, dual credit, and other sources outside the school district excluding high school credits earned in intermediate school). The total of all grade points earned is divided by the number of courses taken in order to determine students' grade-point average (GPA).

A student's rank within his or her graduating class is determined during the senior year, but is available all four years and is based on the overall grade-point average. If a student repeats a failed course, both grades and grade points will remain on the transcript. They will be used in determining the class rank and GPA. However, if a passed course is repeated, the credit and grade points earned for the repeat course will not count toward graduation and will be recorded as 0.0.

Grade-Point Average (GPA) Calculation:

A weighted grade-point system provides for equity between courses significantly more difficult "premium" and the regular subjects. This system separates course grade-point values into four categories: (1) regular courses; (2) College Board Advanced Placement (AP), PreAP, honors; (3) courses taken at the college level for dual credit; and (4) basic courses. The complete weighted grade-point system will be used when determining class rank; however, basic course adjustments will not be made when determining academic excellence, honor roll and eligibility for organizations and offices. Grade points will not be received for courses passed where no credit ("NC") is received due to excessive absences. Students may not receive a "yearly average" in courses in which a "NC" is received due to excessive absences. Students repeating a course during extended day/year or during the regular school day, through correspondence or evening school will receive the grade earned. Students repeating courses through Edgenuity credit recovery programs will receive a grade of "70".

The Pasadena ISD grade point system is based on a 5.0 scale for regular courses and a 5.5 to 6.0 scale for Honors, Dual Credit, PreAP and AP courses. Colleges and Universities require that students' GPA be calculated and reported on a 4.0 scale. An admissions officer from a college or university may require that GPA be recalculated based on a 4.0 scale. Colleges and universities consider multiple criteria when granting admission and students are encouraged to take the most rigorous courses available on their high school campus. GPA is not the only consideration that students are given in the admissions process, but rather is only one factor that is considered. Basic grade points will be awarded for Special Education courses and courses reflecting modification of Texas Essential Knowledge and Skills.

Honors/Premium includes AP/PreAP and Honors classes.

Premium grade points will be awarded only for courses designated AP/PreAP and Honors. Refer to the course descriptions for additional courses receiving premium points.

Courses taken in intermediate school resulting in high school credit for graduation will not be included when computing the student's grade point average and class rank and are not among the courses receiving premium points.

Senate Bill 1517 defines and restricts the courses for which a student may request a waiver from the passing grade requirement for students to be eligible to participate in extra-curricular activities. The courses that are eligible for a waiver in the Pasadena ISD include all Advanced Placement, (including PreAP), honors, and dual credit courses in the subjects of English language arts, mathematics, science, social studies, economics, and languages other than English. Any grade less than a 60 is not eligible for a waiver. The waiver must be initiated by the student and approved by the campus principal.

Numeric averages in courses will translate into grade points as follows:

Numeric Average	Dual Credit Numeric Average	**AP, Level 2 Dual Credit Course	**Honors, PreAP, Level 1 Dual Credit Course	Regular Grade Point	Basic Grade Point
100	100	6.0	5.5	5.0	4.0
99	99	5.9	5.4	4.9	3.9
98	98	5.8	5.3	4.8	3.8
97	97	5.7	5.2	4.7	3.7
96	96	5.6	5.1	4.6	3.6
95	95	5.5	5.0	4.5	3.5
94	94	5.4	4.9	4.4	3.4
93	93	5.3	4.8	4.3	3.3
92	92	5.2	4.7	4.2	3.2
91	91	5.1	4.6	4.1	3.1
90	90	5.0	4.5	4.0	3.0
89	89	4.9	4.4	3.9	2.9
88	88	4.8	4.3	3.8	2.8
87	87	4.7	4.2	3.7	2.7
86	86	4.6	4.1	3.6	2.6
85	85	4.5	4.0	3.5	2.5
84	84	4.4	3.9	3.4	2.4
83	93	4.3	3.8	3.3	2.3
82	82	4.2	3.7	3.2	2.2
81	81	4.1	3.6	3.1	2.1
80	80	4.0	3.5	3.0	2.0
79	79	3.8	3.3	2.8	1.8
78	78	3.6	3.1	2.6	1.6
77	77	3.4	2.9	2.4	1.4
76	76	3.2	2.7	2.2	1.2
75	70-75	3.0	2.5	2.0	1.0
74	69	2.8	2.3	1.8	0.9
73	68	2.6	2.1	1.6	0.8
72	67	2.4	1.9	1.4	0.7
71	66	2.2	1.7	1.2	0.6
70	60-65	2.0	1.5	1.0	0.5
Below 70	Below 60	0.0	0.0	0.0	0.0

*5.5 Honors, PAP and Level 1 Dual Credit:

English I PAP, English II PAP, Adv. Journalism Newspaper & Yearbook III, Independent Study English or Journalism, Academic Decathlon, World Geography PAP, PAP Algebra I, Algebra II PAP, Geometry PAP, Pre-calculus PAP, Biology PAP, Chemistry PAP, Spanish I PAP, Spanish II PAP, Spanish III PAP, German II PAP, German III PAP, French I PAP, French II PAP, French III PAP, Latin I PAP, Latin II PAP, Latin III PAP, Theatre III Honors, Band III Honors, Choir III Honors, Orchestra III Honors, Music Theory II Honors, Advanced Dance III Honors, Debate I Honors, Debate II Honors, Debate III Honors, Special Topics, Social Studies Research, Social Studies Advanced Studies, Honors Health Science Clinical, Level 1 Dual Credit Courses and any new honors or PAP courses that are offered.

**6.0 AP and Level 2 Dual Credit:

English III AP, English IV AP, Human Geography AP, US History AP, World History AP, US Government AP, Economics AP, European History AP, Psychology AP, Calculus AB AP, Calculus BC AP, Statistics AP, Computer Science AP, Biology AP, Chemistry AP, Physics I AP, Physics II AP, Physics C AP, Environmental Science AP, Spanish Language AP, Spanish Literature AP, German Language AP, French Language AP, French Literature AP, Latin IV PAP, Theatre IV Advanced Honors, Band IV Advanced Honors, Choir IV Advanced Honors, Orchestra IV Advanced Honors, Dance IV Advanced Honors, Two-Dimensional Design Portfolio AP, Three Dimensional Design Portfolio AP, Music Theory AP, CTE Honors Practicum Classes, Level 2 Dual Credit courses, English 1301 & 1302 and US History 1301 & 1302 and any new AP courses that are offered.

Note: No extra grade points are assigned for grades above 100. Courses that award advanced honors, honors, regular, and basic grade points are listed in the High School Course Selection and Registration Guide. Not all courses are available at all campuses. See your school counselor for information specific to your high school. There are opportunities in intermediate school resulting in high school credit for graduation. However, the grades earned for these intermediate school courses will not be included when computing the student's grade point average and class rank. Furthermore, these credits are not among the courses designated as state-approved honors. Students enrolled in the Connect personalized learning program are awarded grade points based on their final grade.

Section 2

Career Endorsement Pathways

Preparing a Four Year Program of Study

How to choose your program

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. In selecting a program of studies, you will want to consider all the possibilities—realizing, however, that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices.

- Find out all you can about the programs of studies offered.
- Compare the programs. Think about yourself and how each program might help you.
- Consider the advantages and disadvantages of each program. Weigh these carefully.
- Choose the program of studies which seems to have the most advantages for you. To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

Know about High School Programs

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of studies for…

- The graduation plan you wish to pursue.
- The number of units of credit in specific subject areas needed for graduation under each plan.
- The courses that are required to begin certain high school sequences of courses.
- The elective courses you may take.
- The kinds of education or work for which the program will prepare you. As you think about this issue, go back and look at the section on Career Pathways.

Focus on the Future as you develop your Graduation Plan Today

You probably will not be ready for several years to choose a specific career. In planning your high school program, however, you will need to consider courses which seem interesting to you. You will need to know about the education required for careers that are of interest to you. Pasadena ISD 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 even been developed. Select your courses wisely to help prepare yourself for the challenges of 21st century jobs.

Career Planning

Entering high school will be an important step for you. You will be meeting new students, teachers, principals, and other faculty members. Most likely, you also will have to learn about the rules of a new school and find your way around a larger school building. You will take new courses and start new activities. You will find that you will be expected to take more responsibility for your own decisions, school work, and actions.

An important part of your responsibilities in high school will be to choose and take courses to prepare yourself for the future. 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. You may be wondering about attending another type of school, such as a technical school. You may be thinking of preparing for a job or for military service. Perhaps you may not be sure what you want to do.

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, have to 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 vocational/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 also can tell you about 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 booklet, talk with them. Discuss with them your thoughts and concerns about high school and your future.

Your school counselor can assist you to better understand your goals, high school programs, and careers. Be sure to meet with your counselor for help in deciding which direction to take in high school. Students are encouraged to utilize the career/college center in their school. Be sure to check the Internet for valuable sources.

You can get ideas from your teachers about high school programs which might be best for you. They know the work you have done in their subjects and will be able to make suggestions about your program of studies. Talk with your principal, too. The advice of your teachers and principal can be very useful to you in making your choices.

Other people, who know you well, such as your relatives and friends, can also help you. Consider getting their ideas.

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 studies. They can tell you about their work and the kind of education needed for it. You may want to use this information in choosing the program and courses you will take.

Know About Yourself

To make wise choices, you also will need to understand yourself and your goals for the future. It is important, therefore, to take time to learn more about yourself. Here are some questions to consider which can help you understand yourself better.

My Abilities

In which subjects do I do well in school? _____

What do I do well outside of school? _____

Which talents do I have? _____

(Play a musical instrument, sing, paint, dance, act, write or other talents)

Which sport or sports do I play well? _____

My Interests

Which subjects are most interesting to me in school? _____

Which activities are most interesting to me in school? _____

Which activities are most interesting to me outside of school? _____

What are my hobbies? _____

My Attitudes

What is important to me in my life? _____

Which people are important to me? _____

Which activities are important to me? _____

Which possessions are important to me? _____

My Likes

Which subjects do I like in school? _____

Which activities do I like in school? _____

Which activities do I like outside of school? _____

Do I like to be with other people much of the time? _____

Do I like to be alone much of the time? _____

Do I enjoy working with my hands? _____

Do I enjoy working in a group? _____

Do I enjoy reading? _____

My Goals

What do I want to accomplish in high school?

_____

_____

_____

What might I want to do after high school?

_____

_____

_____

Ask yourself these questions and others of this kind. Do not be upset if you have trouble answering some of them. As you get older, your ideas and goals will become clearer. Talking with your counselor, parents, teachers, and friends can help you get a clearer picture of yourself.

Helpful Hints for Career Planning

All high schools in Pasadena ISD offer some career programs that are a combination of classroom courses and work experience. If you plan to participate in one of the work-based learning career programs, the following steps will help you to present yourself to prospective employers in a professional way. These steps can also be helpful if you simply plan to work part-time during high school.

- *Select several career areas.*
- *Locate sources of job information in these areas.*
- *Take a personal inventory.*
- *Make a job-skill inventory.*
- *Match job skills required with your abilities & interests.*
- *Use the aptitude and career assessment software available in the school library or career center.*
- *Check Internet career sites.*
- *Plan your school program to prepare you for your chosen career. (A student, parent/guardian, guidance counselor conference is encouraged.)*
- *Check the Career and Technical Education program offerings at your school and at the Career and Technical High School.*
- *Practice filling out applications for employment, writing letters of application, and preparing a resume.*
- *Make an appointment for an interview.*
- *Prepare yourself for the interview: (a) read information on job interview techniques; (b) find out all you can about the business or industry that is involved.*
- *Select at least three people who know your qualifications and ask permission to use them as references. (Do not use relatives.)*

Arts & Humanities Endorsement
District Endorsement Offerings

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campuses
Performing Arts	Band 1	Band 2	Band 3	Band 4	DHS, PHS, PMHS, SRHS, SHHS
	Choir 1	Choir 2	Choir 3	Choir 4	DHS, PHS, PMHS, SRHS, SHHS
	Orchestra 1	Orchestra 2	Orchestra 3	Orchestra 4	DHS, PHS, PMHS, SRHS, SHHS
	Instrumental Ensemble 1	Instrumental Ensemble 2	Instrumental Ensemble 3	Instrumental Ensemble 4	DHS, PHS, PMHS, SRHS, SHHS
	Choir 1	Music Ensemble 1	Music Ensemble 2	Music Ensemble 3	DHS, PHS, PMHS, SRHS, SHHS
	Dance 1	Dance 2	Dance 3	Dance 4	DHS, PHS, PMHS, SRHS, SHHS
	Advanced Dance 1	Advanced Dance 2	Advanced Dance 3	Advanced Dance 4	DHS, PHS, PMHS, SRHS, SHHS
Visual Arts/ Artist	Art 1	Art 2	Art 2 or Art 3	Art 3 or Art 4 or AP Art	DHS, PHS, PMHS, SRHS, SHHS, TEG
	Art 2	Art 3	Art 4	AP Art	DHS, PHS, PMHS, SRHS, SHHS
Theatre	Theatre Arts 1	Theatre Arts 2	Theatre Arts 3	Theatre Arts 4	DHS, PHS, PMHS, SRHS, SHHS
	Theatre Arts 1	Theatre Arts 2	Theatre Production 1	Theatre Production 2	DHS, PHS, PMHS, SRHS, SHHS
	Technical Theatre 1	Technical Theatre 2	Technical Theatre 3	Technical Theatre 4	DHS, PHS, PMHS, SRHS, SHHS
Culture Studies/ World Languages	Foreign Language 1	Foreign Language 2	Foreign Language 3	Foreign Language 4	DHS, PHS, PMHS, SRHS, SHHS, TEG
	Foreign Language 1	Foreign Language 2	Foreign Language 3	AP Foreign Language	DHS, PHS, PMHS, SRHS, SHHS
	Foreign Language 2	Foreign Language 3	AP Foreign Language	AP Foreign Language	DHS, PHS, PMHS, SRHS, SHHS
	Foreign Language 1	Foreign Language 2	Foreign Language 1	Foreign Language 2	DHS, PHS, PMHS, SRHS, SHHS
Social Studies	World Geography	World History	U.S. History	Government/ Economics + an additional Social Studies	DHS, PHS, PMHS, SRHS, SHHS, TEG

Business & Industry Endorsement
District Endorsement Offerings

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campuses
AG Mechanics	Principles of Agriculture	Agriculture Mechanics	Agri Equip Design	Practicum in Agriculture	DHS, PMHS, SRHS
Animal Science	Principles of Agriculture	Equine Science / SML Animal Management	Livestock Production	Practicum in Agriculture	DHS, PHS, PMHS, SRHS
Outdoor Life	Outdoor Education	Outdoor Wildlife	Outdoor Range Management	Practicum of Outdoor	DHS, PHS, PMHS, SRHS, SHHS, CTHS
Construction/ Architecture	Principles of Construction	Basic Arch	Construction Tech	Construction Tech II	PHS & SHHS
Interior Design	Principles of Construction	Interior Design	Interior Design II	Practicum in Interior Design	DHS
Business	Principles of Business	Business Information Management 1	Business Information Management 2	Practicum in Business Management	DHS, PHS, PMHS, SRHS, SHHS, Tegeler
Business	Principles of Business	Business Information Management 1	Accounting 1	Accounting 2 or Business Information Management 2	DHS, PHS, PMHS, SRHS, SHHS
Business	Principles of Business	Business Information Management 1	Money Matters	Business Information Management 2	DHS, PHS, PMHS, SRHS, SHHS, Tegeler
Business	Principles of Business	Business Information Management	Practicum in Business Management Ext	Practicum in Business Management Ext II	DHS, PHS, PMHS, SRHS, SHHS, Tegeler
Marketing	Principles of Business	Sports Marketing / Social Media	Practicum Marketing Dyn Ext or Career Prep 1 or Career Prep I	Practicum Marketing Dyn Ext or Career Prep or Career Prep II	DHS, PHS, PMHS, SRHS, SHHS
Marketing	Principles of Business	Sports Marketing/ Social Media	Sports Marketing II/ Advertising	Entrepreneurship	DHS, PHS, PMHS, SRHS, SHHS
Fashion Design	Principles of Business or Principles of Arts A/V	Fashion Design	Fashion Design II	Practicum in Fashion Design	SRHS
Culinary Arts	Principles of Business or Principles of Hospitality & Tourism	Intro to Culinary	Culinary Arts	Practicum in Culinary Arts	PHS, PMHS, SRHS, SHHS
Computer Technician	Principals of Informational Technology	Computer Maintenance	Practicum of Computer Technician	Practicum of Computer Technician	Tegeler
Graphic Design	Principles of Business or Principles of Arts A/V	Graphic Design & Illustration I	Graphic Design II	Practicum of Graphic Design	DHS, PMHS, Tegeler
Video Production	Principles of Business or Principles of Arts A/V	Audio/Video Production I	Audio/Video Production II	Practicum in Audio/Video Production	DHS, PHS, PMHS, SRHS, SHHS
Journalism	Journalism or Principles of Business	Advanced Journalism 1 Yearbook	Advanced Journalism 2 Yearbook	Advanced Journalism 3 Yearbook	PHS, PMHS, SRHS, SHHS
	Journalism or Principles of Business	Advanced Journalism 1 Newspaper	Advanced Journalism 2 Newspaper	Advanced Journalism 3 Newspaper	PHS, PMHS, SRHS, SHHS
	Journalism or Principles of Business	Broadcast Journalism 1	Broadcast Journalism 2	Broadcast Journalism 3	PHS, PMHS, SRHS, SHHS
	Journalism or Principles of Business	Debate 1	Debate 2	Debate 3	DHS, PHS, PMHS, SRHS, SHHS
Small Engine	Principles of Trans Systems	Small Engine Tech 1	Small Engine Tech 2	Practicum Transportation Systems	SRHS

Business & Industry

Only offered at Career & Tech High School

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campus
Veterinary Science	Principles of Agriculture	Ag Business Small Animal Management	Vet Med Applications & Advanced Animal Science	Practicum in Agriculture	CTHS
Construction	Principles of Construction	Basic Architecture	Construction Management 1	Practicum in Construction Management	CTHS
Electrical/ Instrumentation	Principles of Construction	Electrical Technology I	Electrical II	Practicum in Construction, Technology, & PB Electrical	CTHS
General Business	Principles of Business	Business Info Management 1	Accounting 1 Entrepreneurship	Practicum in Business Management	CTHS
Computer Maintenance/ Networking	Principles of IT	Computer Maintenance	Networking Lab	Practicum of Information Technology	CTHS
Culinary Arts	Principles of Hospitality & Tourism	Intro to Culinary	Culinary Arts	Practicum in Culinary Arts	CTHS
Graphic Design	Principles of Arts AV Communications	Graphic Design & Illustration	Graphic Design II	Practicum in Graphic Design & Illustration	CTHS
Video Production	Principles of Arts AV Communications	Audio/Video Production	Audio/Video Production II	Practicum in Audio/ Video Production	CTHS
Auto Technology	Principles of Trans Systems	Automative Basics	Auto Tech	Practicum Transportation Systems	CTHS
Collision Repair	Principles of Trans Systems	Basic Collision Repair	Collision Repair	Practicum Transportation Systems	CTHS
Maritime/ Port Operations	Principles of Distributions & Logistics	Transportation Systems Management	Distribution & Logistics	Practicum in Distribution & Logistic	CTHS
Welding	Principles of Manufacturing	Intro to Welding	Welding I	Practicum in Welding	CTHS, PMHS, Tegeler

Multidisciplinary Studies Endorsement

District Endorsement Offerings

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campuses
Regular 4X4	Four credits in each of the four foundation subject areas to include English 4 and chemistry and/or physics				DHS, PHS, PMHS, SRHS, SHHS, TEG
Regular 4X4 - Specialization in AVID	AVID 1	AVID 2	AVID 3	AVID 4	DHS, PHS, PMHS, SRHS, SHHS
AP Courses	Four credits in Advanced Placement				DHS, PHS, PMHS, SRHS, SHHS
Dual Credit Courses	4 credits in Dual Credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts				DHS, PHS, PMHS, SRHS, SHHS

Public Service Endorsement
District Endorsement Offerings

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campuses
Medical Studies	Principles of Medical Terminology	Intro to Health Science	Health Science Theory	Anatomy & Physiology	DHS, PHS, PMHS, SRHS, SHHS, Tegeler
Medical Studies	Principles of Medical Terminology	Intro to Health Science	Health Science Clinical & Theory or Health Science Theory	Practicum in Health Science or Practicum in Health Science (COOP)	DHS, PHS, PMHS, SRHS, SHHS, Tegeler
Early Childhood/ Education & Teaching	Principles of Human Services	Child Development	Family & Community Services	Practicum in Human Services	DHS, PHS, PMHS, SRHS, SHHS
Education & Teaching	Principles of Human Services	Child Development	Instructional Practices	Practicum in Education & Training	DHS, PHS, PMHS, SRHS, SHHS
ROTC	ROTC 1 (PE Subst.)	ROTC 2	ROTC 3	ROTC 4	DHS, PHS, PMHS, SRHS, SHHS
Politician/ Lawyer	Principles of Government	Political Science I	Political Science II	Foreign Service & Diplomacy	PHS
Public Service Endorsements Only Offered at Career & Technical High School					
Medical Certifications	Principles of Medical Terminology	Intro to Health Science	Health Science Clinical & Theory	Practicum in Health Science (Certification)	CTHS
Cosmetology	Principles of Cosmetology	Intro of Cosmetology	Cosmetology 1	Cosmetology 2	CTHS
Child Guidance	Principles of Human Services	Child Development	Child Guidance	Practicum in Human Services & Family and Community Services	CTHS
Criminal Justice	Principles of Law	Court Systems & Practices	Law Enforcement 1 + Criminal Investigations	Practicum in Law Enforcement	CTHS

STEM Endorsement
District Endorsement Offerings

Career Pathways	9th Year	10th Year	11th Year	12th Year	Campuses
Mathematics	Geometry	Algebra 2	Advanced Mathematics (Prerequisite of Alg 2)	Advanced Mathematics (Prerequisite of Alg 2)	DHS, PHS, PMHS, SRHS, SHHS
	Algebra 1	Geometry	Algebra 2	Two Advanced Mathematics (Prerequisite of Alg 2)	DHS, PHS, PMHS, SRHS, SHHS
Science	Biology	Chemistry	Physics	Two Advanced Sciences (Cannot include IPC)	DHS, PHS, PMHS, SRHS, SHHS
Engineering	Principles of Engineering	Engineer Design & Presentation I	Engineering Design & Problem Solving	Practicum in STEM	PHS, PMHS, SRHS, SHHS
Process Technology	Principles of Engineering	Engineer Design & Presentation I	Practicum in STEM	Practicum in STEM	PHS, PMHS, SRHS, SHHS
Computer Science	AP Computer Science Principles	Computer Science I	AP Computer Science	Gaming Development	DHS, PHS, PMHS, SRHS, SHHS
STEM Endorsements Only Offered at Career & Technical High School					
Engineering/ Robotics	Principles of Engineering	Engineer Design & Presentation I	Engineer Design & Presentation II	Practicum in STEM I	CTHS

Section 3

Course Descriptions

English Language Arts

Students with limited English proficiency will take English I and II for Speakers of Other Languages (SOL) and then English III and IV for their graduation requirement. Only recent immigrant students may qualify for the ESOL I and II courses. Course titles, credits, grade level and prerequisites are listed below and then are followed by course descriptions.

Regular Education Course Titles

Course Title	Credit	Grade	Prerequisite
English I-IV	1	*9, 10, 11 ,12*	Taken in sequence
PAP English I-II	1	*9, 10*	Taken in sequence
AP English III-IV	1	*11, 12*	PreAP English I, PreAP English II, and AP English III strongly suggested
College Preparatory English	1	*12*	None
English I and II for Speakers of Other Languages (SOL)	1	*9, 10*	Taken in sequence
English Language Development and Acquisition (ELDA)	1	*9, 10, 11 ,12*	Taken concurrently with English I or English (SOL) I
Reading I & II (SOL)	1	*9, 10*	None
Fundamental Reading I – IV (M)	1	*9, 10 11, 12*	None
Consumer Reading I – IV (Alt)	1	*9, 10, 11, 12*	None
Research & Technical Writing	1/2 - 1	*9, 10, 11 ,12*	None
Reading I–III	1/2 - 1	*9, 10, 11 ,12*	See course description
Journalism I	1/2 - 1	*9, 10, 11, 12*	None

Course Title	Credit	Grade	Prerequisite
Advanced Journalism: Yearbook I, II, III/ Newspaper I, II, III	1/2 - 1	*10, 11 ,12*	Journalism I; Taken in sequence
Photojournalism	1/2 - 1	*10, 11, 12*	None
Advanced Broadcast Journalism I , II , III	1/2 - 1	*10, 11, 12*	Journalism 1; Taken in sequence
Communication Applications	1/2	*10, 11, 12*	None
Oral Interpretation I, II, III	1/2 - 1	*9, 10, 11, 12*	None; Taken in sequence
Debate I, II, III	1/2 - 1	*9, 10, 11, 12*	Taken in sequence
College Readiness and Study Skills	1/2 - 1	*12*	None
Independent Study in English	1/2 - 1	*9, 10, 11, 12*	None

***Satisfactory completion of one of the following courses fulfills the speech proficiency graduation requirement: Communication Applications, Professional Communications, Debate, Journalism, Advanced Broadcast Journalism, Advanced Journalism: Yearbook, or Advanced Journalism: Newspaper.*

ELA Course Descriptions

English I–IV

Prerequisite: Taken in sequence

English I-IV is a sequential four-year program integrating the traditional language arts skills of listening, speaking, reading across genres, grammar, and writing across forms. Students will learn and use skills within the context of writing assignments based on engaging with mentor texts. Course work and assessments will be based on the Texas Essential Knowledge and Skills for each course. Students enrolled in English I and II will take the corresponding STAAR English I and II EOC exams.

PAP English I and II/AP English III and IV

Prerequisite: Taken in sequence, PreAP English I, PreAP English II, and AP English III

In PAP English I and II, students will be introduced to rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students will also be introduced to reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students enrolled in PAP English I and II will take the corresponding STAAR English I and II EOC exams. Both AP English courses are designed to provide high school students the opportunity to engage in a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods.

College Preparatory English

Students will learn to investigate academic text, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU), with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s).

English I for Speakers of Other Languages (SOL)

Prerequisite: Taken in sequence

English I (SOL) will be offered to English Learner (EL) students whose primary language is other than English. Only students with little or no English proficiency may qualify for the ESOL I course. The course work and assessments will be based on the Texas Essential Knowledge and Skills for English I for Speakers of Other Languages. Eligible EL students who successfully complete ESOL I are required to take the English I EOC to satisfy the English graduation requirement.

This course will count as English I graduation credit and is supported by the English Language Development and Acquisition (ELDA) and Reading I courses.

ELA Course Descriptions

English II for Speakers of Other Languages (SOL)

Prerequisite: Taken in sequence

English II (SOL) will be offered to English Learner (EL) students whose primary language is other than English and who are enrolled in high school and have fulfilled the English I credit. Only students with little or no English proficiency may qualify for the ESOL II course. The course work and assessments will be based on the Texas Essential Knowledge and Skills for English II for Speakers of Other Languages. Eligible EL students who successfully complete ESOL II are required to take the English II EOC to satisfy the English II graduation requirement. This course will count as English II graduation credit and is supported by the English Language Development and Acquisition (ELDA) and Reading II courses.

This course will count as English II graduation credit and is supported by the Research and Technical Writing and Reading II course.

English Language Development and Acquisition (ELDA)

Prerequisite: Taken concurrently with English I or English (SOL) I

English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary English Learner (EL) students with little or no English proficiency. This course enables students to become increasingly more proficient in English in all four language domains while addressing students' cognitive, linguistic, and affective needs. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. This course must be taken concurrently with a corequisite language arts course.

Recommended corequisites: English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II). Students may take this course with a different corequisite for a maximum of two credits.

Reading I & II (SOL)

The Reading I course is designed for students who are speakers of other languages and supplements the literacy instruction students receive in English I (SOL). The Reading II course is designed for students who are speakers of other languages and supplements the literacy instruction students receive in English II (SOL). Reading I and II course content includes direct instruction in vocabulary development, literacy skills, reading comprehension, and study skills.

Fundamental Reading I–IV (M)

Recommendations: Committee Recommendation

Students will focus on reading improvement, vocabulary development, and study and comprehension skills. Course content includes direct instruction in reading skill deficiencies that could prohibit satisfactory performance on the state assessment.

ELA Course Descriptions

Consumer Reading I – IV (Alt)

Recommendations: Committee Recommendation

Students will focus on development of functional verbal and written communication skills. Students will review, develop, strengthen, and reinforce vocabulary comprehension and writing skills which are aimed toward independent living and developing appropriate vocational skills. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student needs.

Research & Technical Writing

Students will develop skills necessary for reading and writing various types of texts, developing vocabulary, and functioning in academic and non-academic English speaking settings. The course work and assessments are based on the Texas Essential Knowledge and Skills for Research and Technical Writing. Research & Technical Writing may fulfill the fourth English credit, or it may be taken as an English elective as part of earning an endorsement.

Reading I–III

Recommendations: See course description

Reading I, II, and III will help students navigate academic demands as well as attain life-long literacy skills. Instruction will range from word recognition, vocabulary, and comprehension to fluency and more. Students will learn how traditional and electronic texts are organized and how authors use language for effect. Reading may fulfill the fourth English credit, or it may be taken as an English elective as part of earning an endorsement.

Journalism I

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. Published work of professional journalists, 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.

ELA Course Descriptions

Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III

Prerequisite: Journalism I; taken in sequence

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, 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 Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

Photojournalism

Students enrolled in Photojournalism will plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

Advanced Broadcast Journalism I, II, III

Prerequisite: Journalism I; taken in sequence

Students enrolled in Advanced Broadcast Journalism will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

Communications Applications

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

ELA Course Descriptions

Oral Interpretation I, II, III

Prerequisite: None; taken in sequence

Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

Debate I, II, III

Prerequisite: taken in sequence

Students in Debate I, II, III will learn how debate and argumentation are widely used to make decisions and reduce conflict. Students will develop skills in argumentation and debate related to current issues while they develop sound critical thinking and sharpened communication skills. Students will acquire life-long skills for intelligently approaching controversial issues.

College Readiness and Study Skills

Students who require or request additional honing of study skills, especially as the students prepare for the demands of college, may enroll in the one-semester course, College Readiness and Study Skills. In this course, students learn techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading and the use of content texts in preperation for post-secondary schooling. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Independent Study in English

Students will read and write in multiple forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

High School Art Program

The high school art program begins with Art I, a comprehensive introductory course for all students with or without art training. As students develop specific interests in art, they progress to Art II level specialized course offerings in Drawing, Electronic Media, Painting, Printmaking, or Sculpture (including Ceramics). Offered Advanced Art III level courses are Drawing, Painting, Printmaking, Sculpture (including Ceramics), Advanced Placement Portfolio Studio classes, and Advanced Placement Art History. Advanced art students are offered Art IV level courses in Drawing, Painting, Printmaking, Sculpture (including Ceramics), Advanced Placement Portfolio studio classes, and Advanced Placement Art History.

At all levels, student artwork is considered for displays, contests and scholarships. As students gain experience in basic processes, they may choose to use more complex materials and tools. In addition to creating artwork, students will study historical and contemporary artists and their artworks. Students may be asked to bring a minimum of personal supplies. Students are encouraged to take art all four years in high school if they are interested in qualifying for contest prizes and art scholarships. These opportunities are highly competitive.

Fine Arts Courses

A fine arts course must be completed in its entirety to satisfy the one credit fine arts requirement. All courses listed in the Visual and Performing Arts section apply toward the Fine Arts requirement of the Recommended or Distinguished Achievement High School Program, with the exception of Color Guard.

Course Title	Credit	Grade	Prerequisite
Art I	1	*9, 10, 11, 12*	None
Art I: Advanced	1	*9*	Intermediate art &/or portfolio review
Drawing II - IV	1	*9, 10, 11, 12*	Drawing II Prerequisite: Art I & Portfolio review Drawing II Prerequisite: Art I in Intermediate & a Portfolio review Drawing III Prerequisite: Level II art class & Portfolio review Drawing IV Prerequisite: Level III art class & Portfolio review
Painting II - IV	1	*10, 11, 12*	Painting II Prerequisite: Art I & Portfolio review Painting III Prerequisite: Level II art class & Portfolio review Painting IV Prerequisite: Level III art class & Portfolio review
Photography II - IV	1	*10, 11, 12*	Photography II Prerequisite: Art I & Portfolio review Photography III Prerequisite: Level II art class & Portfolio review Photography IV Prerequisite: Level III art class & Portfolio review
Printmaking II - IV	1	*10, 11, 12*	Printmaking II Prerequisite: Art I & Portfolio review Printmaking III Prerequisite: Level II art class & Portfolio review Printmaking IV Prerequisite: Level III art class & Portfolio review
Sculpture II - IV	1	*10, 11, 12*	Sculpture II Prerequisite: Art I & Portfolio review Sculpture III Prerequisite: Level II art class & Portfolio review Sculpture IV Prerequisite: Level III art class & Portfolio review
Electronic Media II	1	*11, 12*	Art I & Portfolio review
AP Art History	1	*11, 12*	Any Art II level course & English II
AP Drawing Portfolio	1	*11, 12*	Any Art II level course & Portfolio Review
AP 2D Art and Design Portfolio	1	*11, 12*	Any Art II level course & portfolio review.
AP 3D Art and Design Portfolio	1	*11, 12*	Any Art II level course & portfolio review.

***** Each AP course may be taken once either at the 11th or 12th grade. Only one Advanced Placement (AP) course should be taken at a time because of the college level work required.***

Fine Arts Course Descriptions

Art I

Art I is a comprehensive course with introductory experiences which is a prerequisite for all other art courses in high school. It offers opportunities for students to express themselves imaginatively and creatively through work in a variety of media, techniques, vocabulary and experiences. Emphasis is placed on the elements and principles of design. The course is designed for the students' understanding and appreciation of historical and contemporary artists', their artwork and their contribution to societies. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Note: *Student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.

Art I: Advanced

Prerequisite: Intermediate art and/or portfolio review

Art I Advanced Comprehension is designed for students who have studied art extensively in the intermediate art program or possess the art skills and motivation to perform in an accelerated program of study. The course follows the Art I content at an advanced skill level. Outside assignments and a sketchbook are requirements for the course.

Notes: $20 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.

Drawing II–IV

Drawing II Prerequisite: Art I and Portfolio review
Drawing II Prerequisite: Art I in Intermediate and a Portfolio review
Drawing III Prerequisite: Level II art class and Portfolio review
Drawing IV Prerequisite: Level III art class and Portfolio review

Drawing II – IV extends the artistic understanding and experiences as introduced in Art I. Focus will be placed on the development of compositional skills and imaginative use of the elements and principles of design through various techniques and problem-solving skills. Students will become aware of artists who utilized drawing techniques and their artworks. As students progress through the advanced drawing courses, their materials and processes will become more sophisticated and advanced through experimentation and as they develop their own style and concept. Drawing media that might be explored through these courses are pencil, prisma color, charcoal, pastels, ink, watercolor, and acrylics. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Notes: $30 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.

Fine Arts Course Descriptions

Painting II–IV

Painting II Prerequisite: Art I and Portfolio review
Painting III Prerequisite: Level II art class and Portfolio review
Painting IV Prerequisite: Level III art class and Portfolio review

Painting II - IV extends the 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. These courses emphasize painting materials, techniques and the study of artists who have utilized painting to express their ideas. Advanced painting courses will allow students more individual choices through independent activities based on the student's interests. Artistic periods and styles will be emphasized. Media that may be introduced include watercolor, tempera, mixed media, acrylics, and oil. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Notes: $30 fee per year. *Advanced student-grade materials will be provided. Students may desire to purchase professional-grade materials at their own expense.*

Photography II–IV

Photography II Prerequisite: Art I and Portfolio review
Photography III Prerequisite: Level II art class and Portfolio review
Photography IV Prerequisite: Level III art class and Portfolio review

Photography II- IV extends the 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. Courses offer students knowledge of digital cameras, photographic techniques, and printing. Students will be involved in both classroom and processing activities. Students will be provided opportunities to take photos for school related uses, contests, scholarship portfolios, and personal enjoyment. Students will be asked to furnish their own digital camera and a few other personal supplies. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Notes: $30 fee per year. *Advanced student-grade materials will be provided. Students may desire to purchase professional-grade materials at their own expense. Check with your counselor to see if offered on your campus*

Fine Arts Course Descriptions

Printmaking II–IV

Printmaking II Prerequisite: Art I and Portfolio review
Printmaking III Prerequisite: Level II art class and Portfolio review
Printmaking IV Prerequisite: Level III art class and Portfolio review

Printmaking courses will offer a wide range of printmaking processes beginning with simple processes such as monoprints, string prints, and stenciling to the more advanced processes of silk-screening, litho printing, woodblock printing and embossed printing. Graphic artists, their prints, and their processes for producing those prints will be studied. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Notes: $30 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense. (Selected campuses.)

Sculpture II–IV

Sculpture II Prerequisite: Art I and Portfolio review
Sculpture III Prerequisite: Level II art class and Portfolio review
Sculpture IV Prerequisite: Level III art class and Portfolio review

Sculpture II – IV extends the student's artistic understanding and experiences as introduced in Art I and is designed to strengthen the student's three-dimensional and spatial skills. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. Students will learn about and use different types of media for producing sculpture, ceramics, jewelry and fibers. Sculpture artists and their artworks from ancient through contemporary times will be studied. As students move into the advanced levels of sculpture, they will be encouraged to undertake more independent work in more advanced media. Some sculptural media that might be introduced to students are clay, paper, wood, wire, plastics and metal. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions.

Notes: $30 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.

Fine Arts Course Descriptions

Electronic Media II

Prerequisite: Art I and Portfolio review

Electronic Media II extends the student's artistic understanding and experiences as introduced in Art I and is designed to strengthen the student's three-dimensional and spatial skills. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design and digital illustration using a variety of tools including computers, digital cameras, graphic tablets, scanners, sketchbooks and the Internet. This introductory class provides a foundation in the fundamentals of design and commercial production art within the graphics design profession. Students, working both individually and collaboratively, will design and develop media using various computer graphics software and equipment to create electronic works of art such as paintings, drawings, photography, and mixed media. The course will enhance the students' ability to conceptualize and develop visually rich and visually appropriate materials. Students will be encouraged to develop multiple solutions to design problems. Students will be required to maintain a sketchbook and a portfolio which will be used to develop ideas and skills necessary for completing course assignments. These compilations may be used as students participate in contests and compete for scholarships and college admissions. (Selected campuses)

Notes: $30 fee per year. *Advanced student-grade materials will be provided. Students may desire to purchase professional-grade materials at their own expense. (Selected campuses.)*

AP Art History

Prerequisite: Any Art II level course and English II

TThe Advanced Placement Art History course enables highly motivated students to do college-level work in art history while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students who are seriously committed to the study of art. The evaluation is based on a written examination.

The students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to observe and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. The course objectives are to develop in students the ability to apply fundamental art and historical art terminology; an appreciation for the process of making and displaying art; an understanding of purpose and function of art; the ability to analyze works of art in context of historical evidence and interpretation; examining such issues as politics, religion, gender and ethnicity; an understanding of cross-cultural and global nature of art; and the ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written short and long essays.

Notes: $25 fee per year plus journal. *This course prepares students for the College Board Advanced Placement Art History Exam. Students are responsible for the examination fee. Check with your counselor to see if offered on your campus.*

Fine Arts Course Descriptions

The AP Art and Design course framework *presents an inquiry-based approach to learning about the making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.*

AP Art and Design courses should address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work.

AP Drawing Portfolio

Prerequisite: Any Art II level course and Portfolio Review

This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangements of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

Notes: $35 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.
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 for submission of the portfolio.

AP 2D Art and Design Portfolio

Prerequisite: Any Art II level course and portfolio review.

This portfolio is designated for work that focuses on the use of two-dimensional (2D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythym, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

Notes: $35 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.
The Advanced Placement Program in Studio Art: 2-D Design is a performance-based visual exam.
Each student develops and submits a portfolio that serves as a direct demonstration of achievement.
Students are responsible for the examination fee and the cost of preparing for submission of the portfolio.

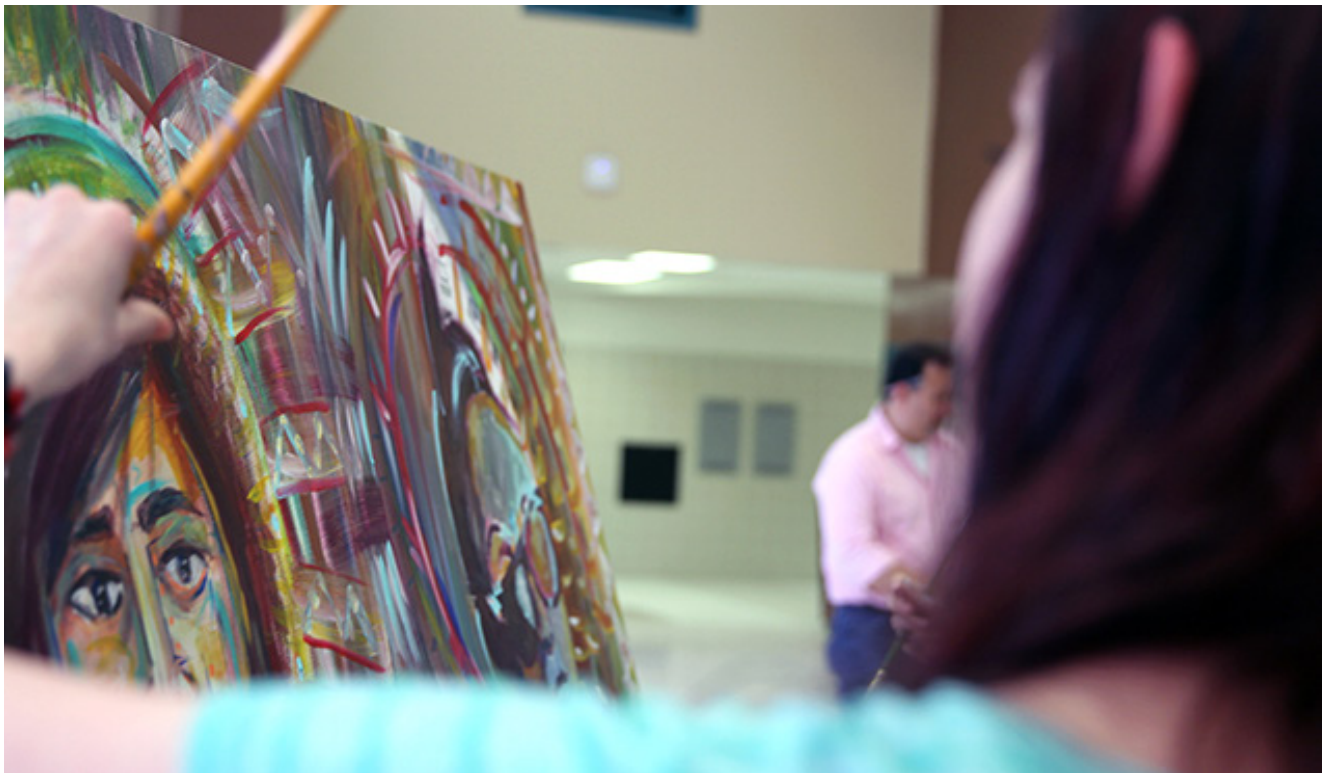
Fine Arts Course Descriptions

AP 3D Art and Design Portfolio

Prerequisite: Any Art II level course and portfolio review.

This portfolio is designed for work that focuses on the use of three-dimensional (3D) elements and principals of art and design, including point, line, shape, plane, layer, form, volumne, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythym, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3D fabric/fiber arts are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted.

Notes: $35 fee per year. *Advanced student-grade materials will be provided.*
Students may desire to purchase professional-grade materials at their own expense.
The Advanced Placement Program in Studio Art: 3-D Design is a performance-based visual exam.
Each student develops and submits a portfolio that serves as a direct demonstration of achievement.
Students are responsible for the examination fee and the cost of preparing for submission of the portfolio.



Dance / Dance Team Courses

Course Title	Credit	Grade	Prerequisite
Dance 1	1	*9, 10, 11, 12*	None
Dance 2	1	*10, 11, 12*	Dance 1
Dance 3	1	*11, 12*	Dance 1, 2
Dance 4	1	*12*	Dance 1, 2, 3
Advanced Dance 1	1	*9, 10, 11, 12*	Audition
Advanced Dance 2	1	*10, 11, 12*	Audition & Advanced Dance 1 or Dance 1
Advanced Dance 3	1	*11, 12*	Audition & Advanced Dance 1 or Dance 1, 2
Advanced Dance 4	1	*12*	Audition & Advanced Dance 1 or Dance 1, 2, 3
Honors Dance	1	*11, 12*	Audition

Dance Course Descriptions

Dance 1

Dance 1 is a physical activity class that introduces dance to all students. Basic foundations, dance terminology, body mechanics - movement/coordination, rhythms and teamwork are all covered in this course. Potential for performances at dance concerts/events are available in this course. Enrollment in Dance 1 enables students to audition to gain membership to the Dance Team program on their campus, but does not guarantee a position on the performing squad. This course fulfills the fine arts graduation requirement.

Dance 2

Prerequisite: Dance 1

Dance 2 is a physical activity class that continues dance education. Dance 1 is a prerequisite for this course. Students will continue to learn about body mechanics, dance terminology and dance techniques. Potential for performances at dance concerts/events are available in this course. Enrollment in Dance 2 enables students to audition to gain membership to the Dance Team program on their campus, but does not guarantee a position on the performing squad. This course fulfills the fine arts graduation requirement AND the PE graduation requirement.

Dance 3

Prerequisite: Dance 1, 2

Dance 3 is a physical activity class that continues dance education. Dance 1 & 2 are prerequisites for this course. Students will continue to learn about body mechanics, dance terminology and dance techniques. Potential for performances at dance concerts/events are available in this course. Enrollment in Dance 3 enables students to audition to gain membership to the Dance Team program on their campus, but does not guarantee a position on the performing squad. This course fulfills the fine arts graduation requirement.

Dance 4

Prerequisite: Dance 1, 2, 3

Dance 4 is a physical activity class that continues dance education. Dance 1, 2 & 3 are prerequisites for this course. Students will continue to learn about body mechanics, dance terminology and dance techniques. Potential for performances at dance concerts/events are available in this course. This course fulfills the fine arts graduation requirement.

Dance Course Descriptions

Advanced Dance 1

Prerequisite: Audition

Advanced Dance 1 is a physical activity class that introduces an advanced progression of dance to students. Potential class members must pass evaluation before a panel of judges on dance, coordination and ability. This class is focused on preparing students for eventual team membership, sharpening their skills as a dancer. Potential for performances: football games, contests, dance concerts/events and other school activities are available in this course. This course fulfills the fine arts graduation requirement.

** Students may be moved into this track from Dance 1 at Spring Semester - Placement in this class will be based on auditions that happen at the end of the Fall Semester. Only students enrolled in Dance 1- 4 are eligible to audition.**

Advanced Dance 2

Prerequisite: Audition and Advanced Dance 1 or Dance 1

Advanced Dance 2 JV is a physical activity class that continues an advanced progression of dance to students. Any Dance 1, or audition, is a prerequisite for this course. Potential class members must pass evaluation before a panel of judges on dance, coordination and ability. This class is focused on preparing students for eventual team membership, sharpening their skills as a dancer. Potential for performances: football games, contests, dance concerts/events and other school activities are available in this course. This course fulfills the fine arts graduation requirement.

Advanced Dance 2 Dance/Drill Team is a physical activity class that continues an advanced progression of dance to students. Any Dance 1 is a prerequisite for this course. Placement in this class will be based on auditions that happen at the end of the previous year's Spring Semester. Also known as the Dance Team, participation requires following the PISD Code of Conduct as well as the PISD Dance Team Constitution.

*** Students may be moved into this track from Dance 2 at Spring Semester - Placement in this class will be based on auditions that happen at the end of the Fall Semester. Only students enrolled in Dance 1-4 or Advanced Dance 1 are eligible to audition.***

Advanced Dance 3

Prerequisite: Audition and Advanced Dance 1 or Dance 1, 2

Advanced Dance 3 is a physical activity class that continues an advanced progression of dance to students. Any Dance 1 & 2 are prerequisites for this course. Placement in this class will be based on auditions that happen at the end of the previous year's Spring Semester. Also known as the Dance Team, participation requires following the PISD Code of Conduct as well as the PISD Dance Team Constitution.

Dance Course Descriptions

Advanced Dance 4

Prerequisite: Audition and Advanced Dance 1 or Dance 1, 2, 3

Advanced Dance 4 is a physical activity class that continues an advanced progression of dance to students. Any Dance 1, 2, & 3 are prerequisites for this course.

Placement in this class will be based on auditions that happen at the end of the previous year's Spring Semester. Also known as the Dance Team, participation requires following the PISD Code of Conduct as well as the PISD Dance Team Constitution.

Honors Dance

The Honors Dance program exceeds the expectation of the traditional dance team with an added focus on individual performance, choreography and research leading toward the development of individual dance abilities.

Current dance team members must pass the dance vocabulary test before being accepted in the program, and comply with the other criteria set forth.

***The first year the student makes the dance/drill team, they will fulfill the PE requirement for graduation credit instead of a Fine Arts credit.*

Music Courses

Course Title	Credit	Grade	Prerequisite
Band I-IV	1	*9, 10, 11, 12*	Completion of preceding year of band and audition
Choral Music I-IV	1	*10, 11, 12*	Audition
Orchestra I-IV	1	*10, 11, 12*	Participation in Orchestra at 8th grade level & audition
Instrumental Ensemble	1	*10, 11, 12*	Audition
Vocal Ensemble	1	*10, 11, 12*	Audition
Music Theory I & II	1	*10, 11, 12*	Audition & Music Theory I
AP Music Theory	1	*11, 12*	Audition & Music Theory I
Music History	1	*11, 12*	Audition
Honor Band, Honor Choir, & Honor Orchestra III, IV	1	*11, 12*	Selection for top performing organization & passed theory test.
Jazz Ensemble	1	*10, 11, 12*	Audition

Music Course Descriptions

Band I–IV

Prerequisite: Completion of preceding year of band and audition

The band program provides the vehicles necessary to meet the needs of students interested in instrumental wind performance. The Marching Band performs at all football games and the pep rallies associated with them. In addition, the band marches in local parades. Music performed ranges from marches to contemporary pieces. Concert Bands meet the needs and different abilities of all band students. Fundamentals for the development of proper technique, tone production, music interpretation, etc. are stressed. Music of all types is performed during concerts given within the school year.

Band is a full year course and students may not sign-up for only one semester.
Students participating in Field Marching Band (fall semester only) may be applied toward the one required PE credit.

Choral Music I–IV

Prerequisite: Audition

Members of school vocal music groups further their understanding of types of musical performance through opportunities to perform all kinds of music within the capabilities of the group. This is achieved through presentation of school and community programs, including public concerts, musicals, performance tours, children's concerts, recitals and contests. Participation through large and small ensemble performances and solo recitals offers students opportunities to study the ways in which musical ideas are developed in different types of vocal composition, relating the music they sing to the society and historical period which gave it birth and discovering the expressive aspects of the music they sing and developing the techniques for performance.

Choral Music is a full year course and students may not sign-up for only one semester.

Orchestra I–IV

Prerequisite: Participation in Orchestra at 8th grade level and audition

The orchestra program is designed to further increase technical skills, musical enjoyment, and understanding of students through performance of music ranging from early Baroque to present day. Performance opportunities exist for large ensembles, small chamber music groups, and solos. Activities include public concerts, performance tours, children's concerts, musicals, and contests. Orchestras performing music of different levels of difficulty are available. Occasionally the top band and orchestra members combine to form the symphony orchestra. This group performs standard and modern orchestral literature.

Orchestra is a full year course and students may not sign-up for only one semester.

Instrumental Ensemble

Prerequisite: Audition

Designed for students who are members of a parent performing group and who possess above average instrumental skills. Offerings vary according to the instrumentation make-up of the class; studies could include jazz and improvisational technique, and string students will have the chance to study chamber music; also includes music history, literature, and elementary music theory.

Music Course Descriptions

Vocal Ensemble

Prerequisite: Audition

Designed for students who are members of a parent performing group and who possess above average musical skills; offers a study of advanced choral literature, music history, vocal styles, musical theatre, music theory, and class voice.

Music Theory I & II

Prerequisite: Audition and Music Theory I

Music Theory I includes study of key signatures, major and minor scales, intervals, trends, chord progressions, harmonizing melodies, chord inversions, four-part writing, modulation, and ear training.

Music Theory II continues advanced studies of music form and analysis, melodic dictation, and keyboard and ear training.

AP Music Theory

Prerequisite: Audition and Music Theory I

The ultimate goal of the course is to develop a student's ability to recognize, understand, and describe the basic materials and process of music that are heard or presented in a score. All students are expected to take the AP exam.

Music History

Prerequisite: Audition

This one year course is a comprehensive historical overview of various musical works and major composers. This course will introduce the student to musical works from the Renaissance, Baroque, Classical, Romantic, Impressionistic and Contemporary periods. Also, this course is available through the Pasadena Virtual School; please refer to page 14.

Honor Band, Honor Choir, & Honor Orchestra III, IV

Prerequisite: Selection for top performing organization and passed theory test.

This course exceeds the expectations of traditional large ensemble music performance courses with an added focus on individual performance and research leading toward the development of independent musicianship.

Music Course Descriptions

Jazz Ensemble

Students have the opportunity to study and perform jazz music in a curricular setting. The very presence of a curricular jazz program within the High School music department acknowledges the value we place on the study of this significant musical art form. The historical, cultural and civic values of jazz as an original American art form are by now well understood by many. Jazz Ensemble(s) will focus on the historical and cultural value of jazz music and strive to include a study of the people and events who shape the music as we pursue our very high performance standards. We also acknowledge that innovation and evolution are at the core of the jazz story, so our repertoire selections will also strive to interact with contemporary musical forces. Students engaged in the study of jazz will develop into technically-able, literate, and creative jazz musicians, who will carry a respect for the music into their adult lives.

The High School Band Departments maintain a concurrent-enrollment policy for all wind and percussion students participating in the jazz program. All wind students must also be enrolled in one of the High School's curricular concert bands, and all bassists must be enrolled in one of the High School's curricular orchestras. Because of the collaborative educational structure this creates, the jazz curriculum functions as an extension of the band and orchestra curricula. Additionally, piano and guitar players that are not enrolled in either Band or Orchestra will be allowed in by audition only and require the ability to read written music.

Theatre Arts Courses

Course Title	Credit	Grade	Prerequisite
Theatre Arts I-IV	1	*9, 10, 11, 12*	Taken in sequence
Theatre Arts III-IV (Honors)	1	*11, 12*	Taken in sequence; audition
Theatre Production I-IV	1	*9, 10, 11, 12*	Taken in sequence; audition
Technical Theatre I-IV	1	*9, 10, 11, 12*	Taken in sequence

Course Descriptions

Theatre Arts I–IV

Prerequisite: Taken in sequence

Theatre Arts I-IV is a survey of the historical role of the theatre and dramatic literature, and it includes study of elements and types of dramatic literature, improvisation, pantomime, creative dramatics, reading a variety of plays, acting out scenes as well as a general knowledge of technical theatre.

Theatre Arts III–IV (Honors)

Prerequisite: Taken in sequence; audition

These courses are designed for students with an intense interest in theater. Students will perform duet and trio acting, and participate in technical work.

Theatre Production I–IV

Prerequisite: Taken in sequence; audition

Theatre Production offers extensive study and participation in play production and opportunities for student direction. Duet and trio acting and one-act is emphasized.

Technical Theatre I–IV

Prerequisite: Taken in sequence

This is a survey of the technical and design branch of theatre; scenery, props, costumes, lighting, sound and stage management are possible areas of study in this course. Reading plays to create designs or actual construction of a production is required. No acting is required.

Satisfactory completion of Theatre Arts 1 fulfills the speech proficiency graduation requirement.

World Languages

Two credits of the same foreign language are required for the Recommended High School Program: three are recommended. The Distinguished Achievement Program requires three credits of the same foreign language.

(For students entering High School 2014–2015 and beyond)
Two credits of a foreign language are required for all endorsements. A student may earn a performance acknowledgment on his diploma and transcript for outstanding performance in bilingualism and biliteracy by completing three credits in the same language.

Course Title	Credit	Grade	Prerequisite
Latin I	1	*9, 10, 11, 12*	None
Latin II (PAP)	1	*9, 10, 11, 12*	Latin I
Latin III (PAP)	1	*9, 10, 11, 12*	Latin II
Latin IV (PAP)	1	*9, 10, 11, 12*	Latin III
French I	1	*9, 10, 11, 12*	None
French I (PAP)	1	*9, 10, 11, 12*	None
French II	1	*9, 10, 11, 12*	French I
French II (PAP)	1	*9, 10, 11, 12*	French I
French III (PAP)	1	*9, 10, 11, 12*	French II
AP French Language	1	*9, 10, 11, 12*	French III
German I	1	*9, 10, 11, 12*	None
German II	1	*9, 10, 11, 12*	German I
German II (PAP)	1	*9, 10, 11, 12*	German I
German III (PAP)	1	*9, 10, 11, 12*	German II
German IV (PAP)	1	*9, 10, 11, 12*	German III
Spanish I	1	*9, 10, 11, 12*	None
Spanish I (PAP)	1	*9, 10, 11, 12*	None
Spanish II	1	*9, 10, 11, 12*	Spanish I
Spanish II (PAP)	1	*9, 10, 11, 12*	Spanish I
Spanish III	1	*9, 10, 11, 12*	Spanish II
Spanish III (PAP)	1	*9, 10, 11, 12*	Spanish II
Spanish IV (PAP)	1	*9, 10, 11, 12*	Spanish III
AP Spanish Language	1	*9, 10, 11, 12*	Spanish IV
AP Spanish Literature	1	*9, 10, 11, 12*	AP Spanish Language or Spanish IV
Mexican-American Studies	1	*9, 10, 11, 12*	None
American Sign Language (ASL) I/II	1	*9, 10, 11, 12*	None

World Languages Course Descriptions

Latin I

This course is an introduction to the language and to the Romans who spoke it. Students acquire an understanding of the influence of the Roman world on the contemporary culture and also of their differences. Basic grammar, syntax, and vocabulary are discussed in the connection with their Latin root forms; however, contemporary meanings and correct usage are emphasized. The focus of this course is a novice proficiency.

Latin II (PAP)

Prerequisite: Latin I

This course is designed to provide opportunities for students beyond those available in the regular Latin II class. The course extents the Texas Essential Knowledge and Skills (TEKS). It stresses the development of accurate reading of Latin literature and history. It expands the use of grammatical constructions and vocabulary, and begins the development of accurate translation. Culturally related activities of selected regions/ countries will be explored.

Latin III (PAP)

Prerequisite: Latin II

This course stresses the development of oral skills, comprehension, and interpretation of authentic Latin texts and expands the use of grammar and vocabulary. It emphasizes stylistic analyses, comprehension of literary techniques, and accurate reading and translation of original Latin literature. The focus of this course is an intermediate proficiency in reading comprehension.

Latin IV (PAP)

Prerequisite: Latin III

This course focuses on the reading and study of Latin poetry. Students become knowledgeable about the conventions of Latin poetry and the individual styles of the authors studied. The student's knowledge and understanding of the Greco-Roman world continues to develop from the readings.

French I

The beginning course emphasizes communication, especially listening and speaking skills, in relevant contexts. The course uses the functional approach that relates each grammar point to its function or role in communication. Students are presented with opportunities to learn cultural customs and practices from the contexts of the activities. Language learners in French I are expected to reach a Novice-Mid to Novice-High Proficiency Level upon completion of this course.

World Languages Course Descriptions

French I (PAP)

The beginning course emphasizes communication, especially listening and speaking skills, in relevant contexts. The course uses the functional approach that relates each grammar point to its function or role in communication. Students are presented with opportunities to learn cultural customs and practices from the contexts of the activities. Language learners in French I are expected to reach a Novice-Mid to Novice-High Proficiency Level upon completion of this course.

French II

Prerequisite: French I

This course continues to develop the oral skills with added emphasis on reading and writing skills. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected French-speaking countries or regions will be explored. Students will progress toward a Novice-High level of proficiency.

French II (PAP)

Prerequisite: French I

This course is an expansion of French I. It is designed to provide opportunities for language students beyond those available in the regular French II class. The course extends the Texas Essential Knowledge and Skills (TEKS). It stresses the development of novice-mid proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary, and begins the development of expository composition culturally related activities of selected French-speaking countries or regions will be explored.

French III (PAP)

Prerequisite: French II

This course is designed to provide language students beyond those offered in other language classes. The course extends the Texas Essential Knowledge and Skills (TEKS). French III focuses on the development of mid-intermediate proficiency in oral skills, comprehension of French literature and history, expository composition, and expanded use of vocabulary and grammar.

AP French Language

Prerequisite: French III

This course meets the requirements of and intermediate college course in French studies. It stresses the development of fluency in oral skills, comprehension of French literature and history, expository composition, and expanded use of grammar. This course focuses on the development of accuracy and fluency. The students will have the opportunity to take the Advanced Placement examination at the conclusion of this course. The focus of this course is an intermediate proficiency. This course prepared the student to that the French Language AP exam.

World Languages Course Descriptions

German I

This course is an introduction to the German world, its language and its people. The main emphasis is on oral skills while developing reading and writing skills. The student will be guided in recognizing the interrelationships of languages and will develop a cultural appreciation of the German-speaking world. Students will progress toward Novice-Mid level of proficiency.

German II

Prerequisite: German I

This course continues to emphasize oral comprehension, to improve reading skills, to acquire understanding of basic grammar patterns, to study the cultural patterns and heritage of the German-speaking world. Students in German II will learn the cultural perspectives of the German-speaking world, along with the practices and products that are a reflection of those perspectives. Language learners in German II are expected to reach Novice-High to Intermediate-Low Proficiency Level upon completion of this course.

German II (PAP)

Prerequisite: German I

This course is designed to provide opportunities for students beyond those offered in the regular German II class. The course extends the Texas Essential Knowledge and Skills (TEKS). It stresses the development of novice proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary. It begins the development of expository composition. Culturally related activities of selected regions/countries will be explored.

German III (PAP)

Prerequisite: German II

This course is designed to provide opportunities for students beyond those offered in the regular German III class. The course extends the Texas Essential Knowledge and Skills (TEKS). It utilizes high-level/critical thinking and focuses on the development of mid-intermediate proficiency in oral skills, comprehension of German literature and history, expository composition, and expanded use of grammar and vocabulary.

German IV (PAP)

Prerequisite: German III

This course enables students to respond to factual and interpretive questions, interact in complex social situation, express opinions and make judgments, give presentations on cultural topics, paraphrase or restate what someone else has said, read for comprehension from a variety of authentic materials, write well-organized compositions on a given topic, and begin using the language creatively in writing simple poetry and prose. Students will progress toward an Intermediate-Low to Intermediate-Mid level of proficiency.

World Languages Course Descriptions

Spanish I

This course is an introduction to the Spanish world, its language and its people. The main emphasis is on oral skills while developing reading and writing skills. The student will recognize the interrelationships of languages and will develop a cultural appreciation of the Spanish speaking world. Students will progress toward a Novice-Mid level of proficiency.

Spanish I (PAP)

This course is designed to provide opportunities for students beyond those available in the regular Spanish I class. The course extends the Texas Essential Knowledge and Skills (TEKS). The main emphasis is on oral skills while developing reading and writing skills. The student will recognize the interrelationships of languages and will develop a cultural appreciation of the Spanish speaking world. Students will progress toward a Novice-high level of proficiency.

Spanish II

Prerequisite: Spanish I

This course continues to develop the oral skills with added emphasis on reading and writing skills. The focus is on the development of the mid-novice to high-novice proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Spanish speaking countries/ regions will be explored.

Spanish II (PAP)

Prerequisite: Spanish I

This course is an expansion of Spanish II. The course extends the Texas Essential Knowledge and Skills (TEKS). It stresses the development of low-intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary, and begins the development of expository composition. Culturally related activities of selected Spanish speaking regions/countries will be explored.

Spanish III

Prerequisite: Spanish II

This course continues to develop the oral skills with added emphasis on reading and writing skills. The focus is on the development of novice-mid to intermediate-low proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Spanish speaking countries and regions will be explored.

Spanish III (PAP)

Prerequisite: Spanish II

This course is an expansion of Spanish III. The course extends the Texas Essential Knowledge and Skills (TEKS). It focuses on the development of mid-intermediate proficiency oral skills, comprehension of Spanish literature history, expository composition, and expands the use of grammar and vocabulary.

World Languages Course Descriptions

Spanish IV (PAP)

Prerequisite: Spanish III

This course continues to develop the oral skills with added emphasis on reading and writing skills. The focus is on the development of intermediate-high proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Spanish speaking countries and regions will be explored.

AP Spanish Language

Prerequisite: Spanish IV

This course stresses the development of fluency in oral skills, expository composition, and expanded use of grammar. It focuses on the development of accuracy and fluency. This course prepares students to take the Advanced Placement Spanish Language exam.

AP Spanish Literature

Prerequisite: AP Spanish Language or Spanish IV

This course meets the requirements of Spanish collegiate studies. It stresses the development of fluency in oral skills, comprehension of Spanish literature and history, expository composition, and expanded use of grammar. It focuses on the development of accuracy and fluency. This course prepares the student to take the Advanced Placement Spanish Literature exam.

Mexican-American Studies

Mexican-American Studies is a unique interdisciplinary course of learning that provides an introduction to the Latino community within the context of the American experience. This course explores its history, culture, society, politics, religion, economics, art, and major contributions to the development of the United States. Essentially, Mexican-American studies is part of American history, nationality, and race that utilizes knowledge from the humanities, arts, and social sciences to explore issues and experiences unique to Latinos.

American Sign Language (ASL) I/II

ASL is a presentation-based program that provides instruction in the principles and methods of communicating with individuals who are deaf. Students are required to do frequent presentations in order to develop productive skills. Students are responsible for ensuring that the college they plan to attend will accept ASL as their foreign language requirement. Level I focuses on developing expressive and receptive signing and finger spelling skills as students learn about the deaf community's culture, the history of ASL and the development of ASL as a language. Level II continues developing and refining expressive and receptive skills, with an emphasis on social interaction and story telling. Students continue the study of deaf culture and the history of ASL and also develop a more in depth knowledge of ASL syntax and grammar.

Mathematic Courses

Course Title	Credit	Grade	Prerequisite
Algebra I	1	*9*	Mathematics, Gr 8 or its equivalent
PAP Algebra I	1	*8, 9*	Mathematics, Gr 8 or its equivalent
Fundamental Algebra I	1		Committee Recommendation
Consumer Algebra I	1		Committee Recommendation
Algebraic Reasoning	1	*10, 11*	Algebra I
Consumer Algebraic Reasoning	1		Committee Recommendation
Algebra II	1	*9, 10, 11, 12*	Algebra I
PAP Algebra II	1	*9, 10, 11, 12*	Algebra I
Fundamental Algebra II	1		Committee Recommendation
Consumer Algebra II	1		Committee Recommendation
Algebra III (Independent Study Mathematics)	1	*12*	Algebra I, Geometry and Algebra II
Geometry	1	*9, 10*	Algebra I
PAP Geometry	1	*9, 10*	Algebra I
Fundamental Geometry	1		Committee Recommendation
Consumer Geometry	1		Committee Recommendation
PreCalculus	1	*11, 12*	Algebra I, Geometry, and Algebra II
PAP PreCalculus	1	*11, 12*	Algebra I, Geometry, and Algebra II
Mathematical Models with Applications (MMA)	1	*10, 11*	Algebra I
Consumer Mathematical Models with Applications (MMA)	1		Committee Recommendation
Advanced Quantitative Reasoning (AQR)	1	*12*	Algebra I, Geometry and Algebra II
Statistics	1	*10, 11, 12*	Algebra I
Transition to College Mathematics	1	*12*	Algebra I, Geometry, 3rd credit of mathematics
AP Statistics	1	10, 11, 12	Algebra I, Geometry and Algebra II
AP Calculus AB	1	12	Algebra I, Geometry, Algebra II, and Precalculus
AP Calculus BC	1	12	Algebra I, Geometry, Algebra II, and Precalculus

Mathematics Course Descriptions

Algebra I

Prerequisite: Mathematics, Gr 8 or its equivalent

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 in Algebra I prior to enrolling in any other high school mathematics course. Students enrolled in Algebra I will take the Algebra I STAAR EOC exam, or the Algebra I STAAR EOC exam with the recommended assessment accommodations, as determined by the ARD committee.

PAP Algebra I

Prerequisite: Mathematics, Gr 8 or its equivalent

Students will examine the same topics and objectives as in Algebra I, but with a greater emphasis on depth, complexity, and analysis. PAP provides an advanced learning environment for students to approach each lesson at a level beyond that of the regular course. Students enrolled in PAP Algebra I will take the Algebra I STAAR EOC exam, or the Algebra I STAAR EOC exam with the recommended assessment accommodations, as determined by the ARD committee.

Fundamental Algebra I

Prerequisite: Committee Recommendation

Students will examine the same topics and objectives as in Algebra I. Students will receive instructional accommodations and/or modifications related to their student's individual learning patterns for coursework and assessments based upon their Individual Education Plan (IEP). Students enrolled in Fundamental Algebra I will take the appropriate Algebra I STAAR EOC exam with the recommended assessment accommodations, as determined by the ARD committee.

Consumer Algebra I

Prerequisite: Committee Recommendation

Students will focus on developing and strengthening math skills through practice and by applying the prerequisite skills of everyday living and work computation. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential Knowledge and Skills (TEKS) and individualized student need. Students enrolled in Consumer Algebra I will take the Algebra I STAAR-ALT II EOC exam, as determined by the ARD committee.

Mathematics Course Descriptions

Algebraic Reasoning

Prerequisite: Algebra I

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Consumer Algebraic Reasoning

Prerequisite: Committee Recommendation

Students will focus on developing and strengthening math skills through practice and by applying the prerequisite skills of everyday living and work computation. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential Knowledge and Skills (TEKS) and individualized student need.

Algebra II

Prerequisite: Algebra I

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

PAP Algebra II

Prerequisite: Algebra I

Students will examine the same topics and objectives as in Algebra II, but with a greater emphasis on depth, complexity, and analysis. PAP provides an advanced learning environment for students to approach each lesson at a level beyond that of the regular course.

Fundamental Algebra II

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in Algebra II. Students will receive instructional accommodations and/or modifications related to their student's individual learning patterns for coursework and assessments based upon their Individual Education Plan (IEP).

Mathematics Course Descriptions

Consumer Algebra II

Prerequisite: Committee Recommendation

Students will focus on developing and strengthening math skills through practice and by applying the prerequisite skills of everyday living and work computation. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential Knowledge and Skills (TEKS) and individualized student need.

Algebra III (Independent Study Mathematics)

Prerequisite: Algebra I, Geometry and Algebra II

Students will build on the knowledge and skills for mathematics in kindergarten-Grade 8, Algebra I, and Algebra II. Students will broaden their knowledge of logarithmic, square root, cubic, cube root, absolute value, and rational functions, including their related transformations and equations. Students will study quartic and trigonometric functions, and their equations. Students will connect functions to their inverses and associated solutions in both mathematical and real-word situations.

Geometry

Prerequisite: Algebra I

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.

PAP Geometry

Prerequisite: Algebra I

Students will examine the same topics and objectives as in Geometry; but will a greater emphasis on depth, complexity, and analysis. PAP provides an advanced learning environment for students to approach each lesson at a level beyond that of the regular course.

Fundamental Geometry

Prerequisite: Committee Recommendation

Students will examine the same topics and objectives as in Geometry. Students will receive instructional accommodations and/or modifications related to their student's individual learning patterns for coursework and assessments based upon their Individual Education Plan (IEP).

Mathematics Course Descriptions

Consumer Geometry

Prerequisite: Committee Recommendation

Students will focus on developing and strengthening math skills through practice and by applying the prerequisite skills of everyday living and work computation. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential Knowledge and Skills (TEKS) and individualized student need.

PreCalculus

Prerequisite: Algebra I, Geometry, and Algebra II

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.

PAP PreCalculus

Prerequisite: Algebra I, Geometry, and Algebra II

Students will examine the same topics and objectives as in Precalculus; but will a greater emphasis on depth, complexity, and analysis. The curriculum will focus on preparing students for Advanced Placement Calculus. PAP provides an advanced learning environment for students to approach each lesson at a level beyond that of the regular course.

Mathematical Models with Applications (MMA)

Prerequisite: Algebra I

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. 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.

Mathematics Course Descriptions

Consumer Mathematical Models with Applications (MMA)

Prerequisite: Committee Recommendation

Students will focus on developing and strengthening math skills through practice and by applying the prerequisite skills of everyday living and work computation. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential Knowledge and Skills (TEKS) and individualized student need.

Advanced Quantitative Reasoning (AQR)

Prerequisite: Algebra I, Geometry and Algebra II

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.

Statistics

Prerequisite: Algebra I

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Transition to College Mathematics

Prerequisite: Algebra I, Geometry, 3rd credit of mathematics

For seniors who may attend San Jacinto Community College. This course addresses a variety of mathematical topics needed to prepare students success in college-level mathematics. In this course students will connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: numeracy with an emphasis on estimation and fluency with large numbers; manipulating and evaluating expressions and formulas, to include perimeter, area, and volume; rates, ratios, and proportions; percentages; solving equations; linear equations and inequalities; linear systems; exponential models; data interpretations including graphs and tables; verbal, algebraic, and graphical interpretations of functions. Successful completion of this course, as defined by the memorandum of understanding (MOU), with San Jacinto Community College, grants the student an exemption to TSI requirements for mathematics.

Mathematics Course Descriptions

AP Statistics

Prerequisite: Algebra I, Geometry and Algebra II

Content requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description: Statistics, published by The College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; and 4. Statistical Inference: Estimating populations parameters and testing hypotheses. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for one-semester introductory college statistics course.

AP Calculus AB

Prerequisite: Algebra I, Geometry, Algebra II, and Precalculus

Content requirements for Advanced Placement (AP) Calculus AB are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Calculus AB, Calculus BC, published by The College Board. Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Students will understand the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve a variety of problems. Students will understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and use integrals to solve a variety of problems. Students will understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for one-semester introductory college calculus course.

AP Calculus BC

Prerequisite: Algebra I, Geometry, Algebra II, and Precalculus

Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Students will understand the meaning of the derivative in terms of a rate of change and local linear approximation and be able to use derivatives to solve a variety of problems. Students will understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and use integrals to solve a variety of problems. Students will understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students will model a written description of a physical situation with a function, a differential equation, or an integral; and develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement in a course that is one course beyond what's granted for AP Calculus AB.

Physical Education & Health

Students in grades 9–12 who are taking physical education or a physical education substitution course shall be assessed at least once annually with the Fitness gram. Results may be sent to the parent or guardian with an explanation of the results upon request.

State Board of Education Approved PE substitutions:
Students may choose up to one credit of an approved physical education substitution class if they are enrolled in Marching Band (fall semester only up to 1 credit), Cheerleading (up to 1 credit), Drill Team (up to 1 credit), and Military Science (JROTC) (up to 1 credit). Students substituting athletics or district approved private/commercially sponsored program can receive up to 4 credits. Students with medical exemptions from physical education should contact the counselor for scheduling information.

Regular Physical Education

Course Title	Credit	Grade	Prerequisite
Foundations of Personal Fitness	.5 - 1	-	None
Individual Sports	.5 - 1	*9, 10, 11 ,12*	None
Team Sports	.5 - 1	*9, 10, 11 ,12*	None
Aerobic Activities	.5 - 1	*9, 10, 11 ,12*	None
Outdoor Education	.5 - 1	*9, 10, 11 ,12*	None
Adaptive Physical Education I – IV	-	-	ARD Committee Recommendation

Health Education

Health Education	.5	*9, 10, 11 ,12*	None
Advanced Health	.5	*10, 11 ,12*	Health Education
Consumer Personal Health	.5	-	Committee Recommendation
Sports Medicine I	.5 - 1	*9, 10, 11 ,12*	Health Education
Sports Medicine II	.5 - 1	*10, 11 ,12*	Sports Medicine I

Approved P.E. Substitution Courses

Athletics	.5 - 4	*9, 10, 11 ,12*	Tryout
Cheerleading	.5 - 1	*9, 10, 11 ,12*	Audition
Dance	.5 - 1	*9, 10, 11 ,12*	None
Marching Band	.5 - 1	*9, 10, 11 ,12*	None
JROTC	.5 - 1	*9, 10, 11 ,12*	None
District Approved Private/Commercially Sponsored Activity	.5 - 4	*9, 10, 11 ,12*	None

Physical Education & Health

Health Education

Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Topics include nutrition, mental health, family health, disease, human development, tobacco, alcohol, drugs, health services and consumer health. This course is available through the Pasadena Virtual School.

Advanced Health

Students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

Consumer Personal Health

Prerequisites: Committee Recommendation

Students will gain daily living skills related to personal hygiene, safety issues, health care, interaction between individuals, and facts associated with the dangers of drugs, alcohol and tobacco use. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Foundations of Personal Fitness

This is a laboratory (activity) /lecture (classroom) course designed to develop in students an understanding and appreciation of lifetime wellness. Topics covered will include components of fitness, principles of training, exercise guidelines, proper nutrition, body composition, relieving stress and regular activity.

Students will participate in aerobic activities, weight training, and fitness testing; The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Outdoor Education

Students enrolled in outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime. Students exhibit a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Aerobic Activities

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Students exhibits a physically-active lifestyle and an understanding of the relationship between physical-activity and health throughout the lifespan.

Physical Education & Health

Individual Sports

This is an activity course designed to analyze, review, practice and improve movement skills for selected lifetime individual sports activities. In addition, knowledge, rules and safety practices will be taught to allow proficient participation in a wide range of individual sports to promote health-related fitness, develop an appreciation for teamwork and fair play, and gain competency in two or more individual sports.

Team Sports

Students will continue to develop health-related fitness and an appreciation for teamwork and fair play through participation in various team activities. Emphasis will be placed on reinforcing the concept of incorporating physical activity into a lifestyle beyond high school to promote health-related fitness and gain competency in two or more team sports.

Adaptive Physical Education I–IV

Prerequisites: ARD Committee Recommendation

Students will examine the same topics as in Foundations of Personal Fitness and Team Sports. Students will receive instructional modifications as stated in their Individual Educational Plan.

Coursework and assessments are based on modified Texas Essential and Skills (TEKS) and individualized per student need.

Sports Medicine I

This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

Sports Medicine II

This course provides a more in-depth study and application of the components of sports medicine including: CPR and AED certification, rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the head and face, spine, upper extremity, lower extremity; taping and bandaging; injuries to the young athlete; substance abuse in sports; and general health concerns 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. Students must receive the approval of the Licensed Athletic Trainer supervising the athletic training students' staff. There may be other required prerequisites for this course such as a Sports Medicine I course and/or Licensed Athletic Trainer approval.

Science Courses

Course Title	Credit	Grade	Prerequisite
PAP Biology	1	*9, 10*	Met St &ard on the Grade 8 Science STAAR & passed the Grade 8 Science course.
Biology	1	*9, 10*	
Fundamental Biology	1		Committee Recommendation
Consumer Biology	1		Committee Recommendation
IPC	1	*10*	Biology, Algebra I
Fundamental IPC	1		Committee Recommendation
Consumer IPC	1		Committee Recommendation
PAP Chemistry	1	*10, 11*	Biology, Algebra I, Geometry (in progress)
Chemistry	1	*10, 11, 12*	Biology, Algebra I, Geometry (in progress)
Physics	1	*11, 12*	Biology, IPC, Chemistry, Algebra I & Algebra II (in progress)
Anatomy & Physiology	1	*11, 12*	Biology, IPC or Chemistry or Physics
Aquatic Science	1	*11, 12*	Biology, IPC or Chemistry or Physics
Astronomy	1	*11, 12*	Biology, IPC or Chemistry or Physics
Environmental Systems	1	*11, 12*	Biology, IPC or Chemistry or Physics
Fundamental Environmental Systems	1		Prerequisites: Committee Recommendation
Consumer Environmental Systems	1		Committee Recommendation
Food Science ***Currently offered only at CTHS**	1	*11, 12*	3 Units of Science (must include Biology & Chemistry)
Forensic Science ***Currently offered only at CTHS**	1	*11, 12*	Biology & Chemistry Recommended prerequisites or corequisite: any Law, Public Safety, Corrections, & Security Cluster Course.
Scientific Research & Design ***Currently offered only at PMHS**	1	*11, 12*	Biology, Chemistry, Integrated Physics & Chemistry, or PhysicsÂ
AP Biology	1	*10, 11, 12*	Prerequisites: Biology, Chemistry (in progress)
AP Chemistry	1	*11, 12*	Prerequisites: Biology, Chemistry, Algebra II (in progress)
AP Environmental Science	1	*10, 11, 12*	Prerequisites: Biology, Chemistry (in progress)
AP Physics I	1	*11, 12*	Prerequisites: Biology, Chemistry, Algebra II (in progress)
AP Physics II	1	*11, 12*	Prerequisites: Biology, Chemistry, AP Physics I, Algebra II
AP Physics C: Mechanics	1	*11, 12*	Prerequisites: Biology, Chemistry, Physics, Algebra II, Calculus (in progress)
AP Physics C: Electricity & Magnetism	1	*11, 12*	Prerequisites: Biology, Chemistry, Physics, Algebra II, Calculus (in progress)

Science Course Descriptions

PAP Biology

Prerequisites: Met Standard on the Grade 8 Science STAAR and passed the Grade 8 Science course.

Students will examine the same student expectations (TEKS) as in Biology, but with a greater emphasis on depth, complexity, and analysis. Students in this course will take the **Biology STAAR EOC exam.**

Biology

Prerequisites: None

Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution and taxonomy; metabolism and energy transfers in living organisms; homeostasis in living systems; ecosystems; plants and the environment. Students are expected to conduct 40% field and laboratory investigations by using safe, environmentally appropriate, and ethical practices. Students in this course will take the **Biology STAAR EOC exam.**

Fundamental Biology

Prerequisites: Committee Recommendation

Students will examine the same student expectations (TEKS) as in Biology. Students will receive instructional accommodations and/or modifications for coursework and assessments based upon their Individual Education Plan (IEP). Students enrolled in Fundamental Biology will take the Biology STAAR EOC exam with the recommended assessment accommodations as determined by the ARD committee.

Consumer Biology

Prerequisites: Committee Recommendation

Students will study the structure of living things, biological systems, energy conversions, diversity of life and the inherited traits in organisms. Coursework and assessments are based on alternate academic standards that are linked to the pre-requisite grade level Texas Essential and Skills (TEKS) and individualized per student need. Students enrolled in Consumer Biology will take the **Biology STAAR-ALTERNATE II EOC exam.**

Science Course Descriptions

Integrated Physics & Chemistry (IPC)

Prerequisites: Biology, Algebra I

This is an introductory course integrating concepts of physics and chemistry in the following topics: forces and motion, waves, energy transformations, properties of matter and its components, changes in matter that affect everyday life, and solution chemistry. Students are expected to conduct 40% field and laboratory investigations and use critical thinking and scientific problem solving in order to make informed decisions.

NOTE: IPC can only be taken as a second science. It does not count as a science course for the STEM endorsement.

Fundamental IPC

Prerequisites: Committee Recommendation

Students will examine the same student expectations (TEKS) as in IPC. Students will receive instructional accommodations and/or modifications for coursework and assessments based upon their Individual Education Plan (IEP) as determined by the ARD committee.

Consumer IPC

Prerequisites: Committee Recommendation

Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, proper use of household chemicals, forces and motion, properties of matter and changes in matter that affect everyday life. Coursework and assessments are based on alternate academic standards that are linked to the prerequisite grade level Texas Essential and Skills (TEKS) and individualized per student need.

Science Course Descriptions

PAP Chemistry

Prerequisites: Prerequisites: Biology, Algebra I, Geometry (in progress)

Students will examine the same student expectations (TEKS) as in Chemistry, but with a greater emphasis on depth, complexity, and mathematical analysis.

Chemistry

Prerequisites: Biology, Algebra I, Geometry (in progress)

Students will study a variety of topics that include: characteristics of matter; energy transformations, physical and chemical properties and changes of matter; atomic structure and nuclear chemistry; the periodic table of elements; behavior of gases; chemical bonding and reactions; oxidation-reduction processes; solution chemistry; acids, bases and salts; and kinetics and equilibrium. Students will investigate the relationship between chemistry and everyday life, conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions through critical thinking and scientific problem solving.

Physics

Prerequisites: Biology, IPC, Chemistry, Algebra I and Algebra II (in progress)

Students will study a variety of topics that include: Newton's laws of motion; changes within physical systems and the conservation of energy and momentum; forces and energy; thermodynamics and heat; characteristics and behaviors of waves; and quantum physics. This course focuses on the integration of conceptual knowledge, mathematical, analytical and scientific skills. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Science Course Descriptions

Anatomy and Physiology

Prerequisites: Biology, IPC or Chemistry or Physics
Recommended Prerequisite: a course from the Health Science Career Cluster

Students will conduct 40% lab and fieldwork to study: the energy needs of the human body; the processes through which these needs are fulfilled; responses of the human body to internal and external forces; body processes that maintain homeostasis and electrical conduction; body transport systems; environmental factors that affect the human body; anatomical and physiological functions; and reproduction, growth and development of humans.

Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Aquatic Science

Prerequisites: Biology, IPC or Chemistry or Physics

Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Astronomy

Prerequisites: Biology, IPC or Chemistry or Physics

Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth. Students will conduct 40% field and lab investigations, use scientific methods, make informed decisions using critical thinking and scientific problem solving.

Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

This course is available through the Pasadena Virtual School.

Science Course Descriptions

Environmental Systems

Prerequisites: Biology, IPC or Chemistry or Physics

Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; and environmental changes in ecosystems. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.

Fundamental Environmental Systems

Prerequisites: Committee Recommendation

Students will receive instructional accommodations and/or modifications for coursework and assessments based on their Individual Education Plan (IEP). Students study a variety of topics that include; biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental system; sources and flow of energy through environmental systems: the relationship between carrying capacity and population changes in an ecosystem; and environmental changes in ecosystems. Students may conduct field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Consumer Environmental Systems

Prerequisites: Committee Recommendation

Students will learn functional skills related to the environment in which they live including habitats, ecosystems and environmental systems. Students will participate in functional activities that use scientific method, decision-making processes and scientific problem solving. Coursework and assessments are based on alternate academic standards that are linked to the prerequisite grade level Texas Essential and Skills (TEKS) and individualized per student need.

Science Course Descriptions

Food Science* *Currently offered only at CTHS*

Prerequisites: 3 Units of Science (must include Biology and Chemistry)

Recommended for students in Grades 11-12. Students will conduct 40% laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

Forensic Science* *Currently offered only at CTHS*

Prerequisites/corequisite: Biology and Chemistry, any Law, Public Safety, Corrections, and Security Cluster Course

Recommended for students in Grades 11-12. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement. Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Scientific Research and Design* *Currently offered only at PMHS*

Prerequisites: Biology, Chemistry, Integrated Physics and Chemistry, or Physics

This course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. Students are expected to conduct 40% field and laboratory investigations and use critical thinking and scientific problem solving in order to make informed decisions. All of these components are integrated with the career and technical education emphasis of helping students gain entry level employment in high skill, high wage jobs and/or continue their education.

AP Biology

Prerequisites: Biology, Chemistry (in progress)

This 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.

AP Chemistry

Prerequisites: Biology, Chemistry, Algebra II (in progress)

This course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

Science Course Descriptions

(at Selected Campuses)

AP Environmental Science

Prerequisites: Biology, Chemistry (in progress)

This course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Physics I

Prerequisites: Biology, Chemistry, Algebra II (in progress)

This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Physics II

Prerequisites: Biology, Chemistry, AP Physics I, Algebra II

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

AP Physics C: Mechanics

Prerequisites: Biology, Chemistry, Physics, Algebra II, Calculus (in progress)

This course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C - Electricity and Magnetism

Prerequisites: Biology, Chemistry, Physics, Algebra II, Calculus (in progress)

This course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

Social Studies Courses

Course Title	Credit	Grade	Prerequisite
World Geography Studies	1	*9, 10*	
Fundamental World Geography	1		Committee Recommendation
Consumer World Geography	1		Committee Recommendation
World History Studies	1	*9, 10*	
Fundamental World History Studies	1		Committee Recommendation
Consumer World History Studies	1		Committee Recommendation
United States History Studies Since 1877	1	*11*	
Fundamental US History	1		Committee Recommendation
Consumer US History	1		Committee Recommendation
United States Government	0.5	*12*	
Fundamental US Government	0.5		Committee Recommendation
Consumer US Government	0.5		Committee Recommendation
Economics	0.5	*12*	
Fundamental Economics	0.5		Committee Recommendation
Consumer Economics	0.5		Committee Recommendation
Personal Financial Literacy	0.5	*10, 11, 12*	
Psychology	0.5	*11,12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently.
Sociology	0.5	*9, 10, 11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently.
Special Topics in Social Studies	.5 - 1	*11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently
Social Studies Research Methods	.5 - 1	*11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently
Social Studies Advanced Studies	.5 - 1	*11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently
AP World History	1	*10, 11, 12*	
AP European History	1	*11, 12*	
AP United States History	1	*11*	World Geography, AP Human Geography, World History, or AP World History.
AP Human Geography	1	*9*	
AP United States Government & Politics	0.5	*12*	World Geography or AP Human Geography &/or World History or AP World History, & U.S. History or AP US History
AP Comparative Government & Politics	0.5	*12*	World Geography or AP Human Geography &/or World History or AP World History, & U.S. History or AP US History
AP Macroeconomics	0.5	*12*	World Geography or AP Human Geography &/or World History or AP World History, & U.S. History or AP US History.
AP Microeconomics	0.5	*11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently. Recommended to take in conjunction with Social Studies Advanced Studies: Psychology

Course Title	Credit	Grade	Prerequisite
AP Psychology	0.5	*11, 12*	World Geography or World History (Both are recommended); U.S. History may be taken concurrently. Recommended to take in conjunction with Social Studies Advanced Studies: Psychology
Principles of Government & Public Administration	1	*9*	
Political Science I	1	*10*	Principles of Government
Political Science II	1	*11*	Principles of Government & Public Administration (recommended), Political Science I
Foreign Service & Diplomacy	1	*12*	Principles of Government, Political Science I, & Political Science II

Social Studies Course Descriptions

World Geography Studies

This course examines the Texas Essential Knowledge and Skills (TEKS) for World Geography. Students are expected to learn and apply skills related to the earth, its people, and how they interact. These concepts will focus on local, regional, national and international scales from the spatial and ecological perspectives of geography. Students will be able to describe the influences of geography on events of the past and present, with emphasis on contemporary issues. A significant portion of the course will center on the physical processes that shape patterns in the physical environment, including landforms, climate, and ecosystems as well as the interrelationship between the physical and the political, economic and social process that shape cultural patterns.

Fundamental World Geography

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in World Geography Studies. Students will receive instructional and curriculum accommodations and/or modifications for coursework and assessments based upon their Individual Learning Plan (IEP).

Consumer World Geography

Prerequisite: Committee Recommendation

Students will recognize authority figures, learn to follow instructions in various settings, identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, and develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Social Studies Course Descriptions

World History Studies

This course examines the Texas Essential Knowledge and Skills (TEKS) for World History. World History is a survey of the history of mankind. Due to the expanse of world history, the scope of this course will focus on essential concepts, and skills that can be applied to various eras, events, and people. Students will evaluate the causes and effects of political and economic developments and of major political revolutions since the 17th century.

Students will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students will analyze the process by which constitutional governments evolved and will trace the historic development of important legal and political concepts. Students will examine the history and impact of major world religions and philosophical traditions. This course will focus on historical inquiry to research, interpret, and use multiple sources of evidence.

Fundamental World History Studies

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in World History Studies. Students will receive instructional and curriculum accommodations and/or modifications for coursework and assessments based upon their Individual Learning Plan (IEP).

Consumer World History Studies

Prerequisite: Committee Recommendation

Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

United States History Studies Since 1877

This course examines the Texas Essential Knowledge and Skills (TEKS) for U.S. History (Since 1877). This is the second part of a two-year study of U.S. History that begins in 8th grade. In this course, students will focus on 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 will examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students will examine the impact of constitutional issues on American society; evaluate the dynamic relationship between the three branches of the federal government. Students will describe the relationship between the arts and popular culture and the times during which they were created. Students will use critical thinking skills and a variety of primary and secondary source material, interviews, and research to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. Students enrolled in U.S. History will take the U.S. History STAAR End of Course exam.

Social Studies Course Descriptions

Fundamental US History

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in U.S. History (Since 1877). Students will receive instructional and curriculum accommodations and/or modifications for coursework and assessments based upon their Individual Learning Plan (IEP). Students enrolled in Fundamental U.S. History will take the appropriate U.S. History STAAR End of Course exam as determined by the ARD committee.

Consumer US History

Prerequisite: Committee Recommendation

Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community.

Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need. Students enrolled in Consumer U.S. History will take the appropriate U.S. History STAAR End of Course exam as determined by the ARD committee.

United States Government

This course is the study of principles and beliefs upon which the United States was founded. It also includes the structure, functions, and powers of government at the national, state, and local levels. It is the culmination of civic and governmental content and concepts studied from kindergarten. This course is available through Pasadena Virtual School.

Fundamental US Government

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in U.S. History (Since 1877). Students will receive instructional and curriculum accommodations and/or modifications for coursework and assessments based upon their Individual Learning Plan (IEP).

Consumer US Government

Prerequisite: Committee Recommendation

Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Social Studies Course Descriptions

Economics

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

Fundamental Economics

Prerequisite: Committee Recommendation

Students will examine the same student expectations (TEKS) as in Economics with an emphasis on Free Enterprise and its Benefits. Students will receive instructional and curriculum accommodations and/or modifications for coursework and assessments based upon their Individual Learning Plan (IEP).

Consumer Economics

Prerequisite: Committee Recommendation

Students will recognize authority figures, learn to follow instructions in various settings; identify solutions to problems and respond appropriately, anticipate consequence, identify areas of responsibility in personal life, develop awareness of community. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Personal Financial Literacy

Personal Financial Literacy is an elective course which develops student knowledge and skills in making sound, financial decisions which will prepare them to lead financially secure lives with an understanding in personal financial responsibility. Through the examination of the Texas Essential Knowledge and Skills for Personal Financial Literacy, students will gain knowledge in personal investment, consumerism, college tuition, cost-benefit analysis for personal spending, credit and borrowing, savings, and insurance options.

Social Studies Course Descriptions

Psychology

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently.

This course examines the Texas Essential Knowledge and Skills (TEKS) for Psychology. This elective course will focus on the science of behavior and mental processes. Students will examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology. Group discussions and experiments will be applied to the given topics. By the end of the course, the student will have a better appreciation of the human behavior.

Sociology

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently.

This course examines the Texas Essential Knowledge and Skills (TEKS) for Sociology. This elective course will serve as an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how individuals relate to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Special Topics in Social Studies

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently

Special Topics elective courses are the application of knowledge and skills of social sciences to various topics and issues. Specific course titles may vary by campus. Students use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Important course elements are problem solving, decision making, and communication of information in written, oral, and visual forms.

Social Studies Research Methods

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently

Students will conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry in this course. Research may be conducted in classrooms or in independent settings.

Social Studies Course Descriptions

Social Studies Advanced Studies

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently

Students in this elective course work independently or in collaboration with a mentor to investigate a problem, issue, or concern. They research the topic using a variety of technologies, and present a product of professional quality to an appropriate audience.

AP World History

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

AP European History

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

AP United States History

Prerequisite: World Geography, AP Human Geography, World History, or AP World History.

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

Social Studies Course Descriptions

AP Human Geography

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP United States Government and Politics

Prerequisite: World Geography or AP Human Geography and/or World History or AP World History, and U.S. History or AP US History

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

AP Comparative Government and Politics

Prerequisite: World Geography or AP Human Geography and/or World History or AP World History, and U.S. History or AP US History

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics.The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

AP Macroeconomics

Prerequisite: World Geography or AP Human Geography and/or World History or AP World History, and U.S. History or AP US History.

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

AP Microeconomics

Prerequisite: World Geography or AP Human Geography and/or World History or AP World History, and U.S. History or AP US History

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Social Studies Course Descriptions

AP Psychology

Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently. Recommended to take in conjunction with Social Studies Advanced Studies: Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Principles of Government and Public Administration

This course examines the Texas Essential Knowledge and Skills (TEKS) for Principles of Government and Public Administration. Government and Public Administration introduces students to foundations of government functions and career opportunities within the United States. Students will examine government documents such as the Constitution and Bill of Rights.

Political Science I

Prerequisite: Principles of Government

This course examines the Texas Essential Knowledge and Skills (TEKS) for Political Science I. Students will be familiarized with political theory through the study of government, public policies, and political processes, systems, and behaviors.

Political Science II

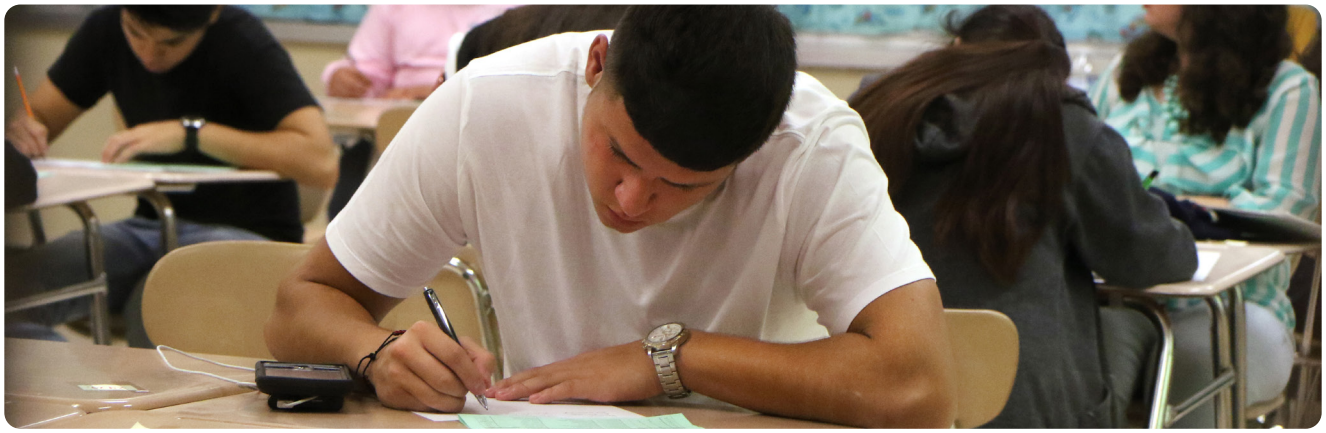
Prerequisite: Principles of Government and Public Administration (recommended), Political Science I

This course examines the Texas Essential Knowledge and Skills (TEKS) for Political Science II. Students will use a variety of methodological approaches to examine the process, systems, and political dynamics of the United States and other nations.

Foreign Service and Diplomacy

Prerequisite: Principles of Government, Political Science I, and Political Science II

This course examines the Texas Essential Knowledge and Skills (TEKS) for Foreign Service and Diplomacy. Students will investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.



JROTC (Military Science)

AIR FORCE JROTC – *Air Force Junior Reserve Officer Training Corps*

Air Force JROTC is offered at J. Frank Dobie High School. The mission of Air Force JROTC is "To develop citizens of character dedicated to serving their nation and community." Students enrolled in JROTC are called cadets.

The Air Force JROTC program is a 3- or 4-year program but will accept students with less than 3 years remaining before graduating. Enrollment is open to all male and female students who are at least moderately active/ physically fit.

The Air Force JROTC program consists of a combination of Aerospace Science (AS), Leadership Education (LE), and Health & Wellness (H&W). The break out of contact time for each component is 40% AS, 40% LE, and 20% H&W.

Aerospace Science consists of four courses: 1. A Journey into Aviation History; **2.** The Science of Flight; **3.** Exploring Space: The High Frontier; and **4.** Cultural Studies.
Leadership Education consists of five courses: 1. Traditions, Wellness, and Foundations of Citizenship; **2.** Communication, Awareness, and Leadership; **3.** Life Skills and Career Opportunities; **4.** Principles of Management; and **5.** Drill and Ceremonies.

Health & Wellness consists of team sports, group exercises, and Presidential Fitness Program participation.

Ninth-grade cadets enrolled in Air Force JROTC at J. Frank Dobie's Ninth Grade Center are instructed in Health & Wellness, Drill and Ceremonies, Aviation History, and Traditions, Wellness, and Foundations of Citizenship. Thenth-12th grade cadets attending J. Frank Dobie's Main Campus during the 2019-2020 school year will receive instruction in Health & Wellness, Drill and Ceremonies, Cultural Studies, and Life Skills and Career Opportunities.

JROTC (Military Science)

ARMY JROTC – *Army Junior Reserve Officers' Training Corps*

Army JROTC I-IV (SRHS) (1/yr. Open to all students regardless of career path, grade level, or semester.)

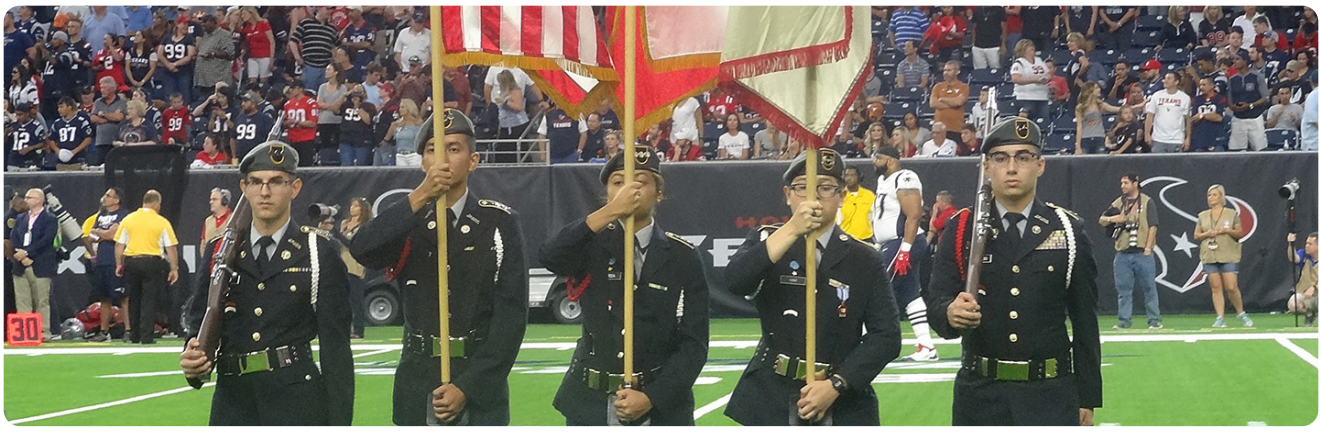
The Army JROTC is offered at Sam Rayburn High School. The goal of Army JROTC is "to motivate young people to be better citizens." Army JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while inspiring self-esteem, teamwork, and self-discipline. JROTC is a proven stimulus for promoting graduation while providing rewarding opportunities that benefit the student, school, community, and nation. The classroom curriculum is taught using a wide range of emerging and traditional technologies and methodologies to achieve meaningful, performance-based, experiential and student-centered learning.

The JROTC curriculum consists of seven units of instruction: (1) Citizenship in Action; **(2)** Leadership Theory and Application; **(3)** Foundations for Success; **(4)** Wellness; **(5)** Fitness and First Aid; **(6)** Geography, Map Skills and Environmental Awareness; and **(7)** Citizenship in American History and Government.

Army JROTC also offers a comprehensive after-school program consisting of team practices for exhibition, armed and unarmed drill, color guard, fitness, raider, academic, leadership and land navigation, all of which include male and female categories that compete on a national level. Summer training is also an option since Army JROTC conducts two, rigorous, week-long summer camps (in June) as well as a freshman FISH Camp (in August).

Enrollment is open to all students regardless of career path or grade level. All Army JROTC clothing, equipment, field trips, summer camps, books, etc. are provided free to cadets. Cadets are required to wear the Army JROTC uniform one day a week. Grooming standards are consistent with school district standards.

Participation in high school JROTC does not whatsoever result in an obligation to join or serve in any military service. In fact, the Department of Defense prohibits JROTCs from participating in recruiting activities. Rather, JROTCs promote higher civilian education (i.e., college) beyond high school as a first priority.



JROTC (Military Science)

MARINE CORPS – *Marine Corps Junior Reserve Officer Training Corps*

MCJROTC is a Leadership Education program sponsored by the United States Marine Corps in conjunction with Pasadena High School and the Pasadena Independent School District. MCJROTC is one of several disciplines that you may use toward the completion of pathway requirements for graduation or may simply be used as elective credits toward graduation. This is a full year program and you will receive 1/2 unit of credit per semester for successful completion.

The objectives of the MCJROTC program are to:

1. *Develop informed and responsible citizens.*
2. *Develop leadership skills.*
3. *Strengthen character.*
4. *Promote an understanding of the basic elements and requirements for national security.*
5. *Help form habits of self-discipline.*
6. *Develop respect for and an understanding of the need for constituted authority in a democratic society.*

Our goal is to develop in each cadet the attributes of good citizenship and patriotism, self-confidence, self-discipline, self-reliance, self-respect and respect for others, courtesy, dependability, responsibility, loyalty, motivation, neatness, pride, and esprit de corps. Although the United States Marine Corps sponsors us, we are not training you for military service. Rather, we are teaching you life skills and how to become better and more productive citizens. The leadership skills strengthen character and helps develop a respect for authority.

You will be issued MCJROTC uniforms and accessories free of charge. However, you are responsible for keeping them clean and serviceable, and must pay for any damage to, or loss of, any item. The current cost of uniforms and accessories will be provided at your request. You are required to wear the uniform every Thursday, and for special occasions as directed by the JROTC instructors.

The Pasadena HS Marine Corps JROTC Program continues to seek top students who excel both academically and athletically to ensure that the high caliber of leadership is maintained within the program. We strongly feel that the Marine Corps JROTC Program is a complement to the leadership development of honor students and athletes as well as service clubs within Pasadena Independent School District.

Satisfactory performance within the program will result in the cadet receiving passing grades during the academic reporting period. However, since the MCJROTC Program is structured to function much like a military organization, there will also be opportunities for cadets to develop leadership skills and to progress in rank. Promotions, especially those to the senior enlisted and officer rank, are based on a cadet's overall performance and their demonstrated capability to assume greater responsibility.

JROTC (Military Science)

NAVY JROTC – *Navy Junior Reserve Officers' Training Corps*

Navy JROTC is available at South Houston High School. Pasadena Memorial High School, Lewis Career and Technical High School, and Tegeler Career Center students may attend JROTC at South Houston on a cross-enrollment basis. Students enrolled in the JROTC program for four years (Coherent Course Sequence) will be eligible to earn the Public Service Endorsement on their high school diploma.

The purpose of the NJROTC program is to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

The program consists of 180 contact hours in a school year that includes Naval Science, Leadership Education, and Health and Wellness. The NJROTC program is a four year program; however, students may join at any time during their high school years. Classes are organized by the student's year in Naval Science. The NJROTC unit is organized to reflect the organization of most naval commands. Students in the program have opportunities to be placed into leadership positions and develop real leadership skills.

The course of instruction includes: leadership skills, career planning, citizenship development, naval ships, naval aviation, wellness and fitness, geography and survival skills, naval history, maritime geography, oceanography, meteorology, astronomy, sea power and national security, military law, naval weapons and aircraft, and global cultural awareness.

Navy JROTC also offers a comprehensive after-school program consisting of team practices for exhibition, armed and unarmed drill, color guard, fitness, academic, leadership and land navigation. Summer training is also available at Basic Leadership Training and Leadership Academy, each about one week long. The unit also offers new cadets a FISH Camp for three days before school starts in August.

NJROTC is open to students in grades 9 through 12 that are physically qualified to participate in the school's physical education program, maintains acceptable standards of conduct, complies with grooming standards, and maintains acceptable standards of academic achievement. NJROTC students do not incur any obligation to serve in the United States Armed Forces.

Career and Technical Education (CTE)

Industry Certification

Pasadena ISD Career and Technical Education department strives to offer students skill development and experience that meets industry standards and leads to an industry certification when possible. Industry certifications are important components of CTE programs.

The chart below identifies the certifications available through CTE courses in Pasadena ISD. For more information contact the Pasadena ISD Career and Technical Education office at 713-740-0802.

Career Pathway	Certification	
Agriculture, Food & Natural Resources	Advanced Angler Angler Education Beef Quality Assurance Certified Veterinary Assistant, Level 1 *	Floral Design Certification, Level 1 * Hunter Safety NASPArchery Texas Boaters Safety
Architecture & Construction	Forklift Operator Certification NCCER – Core, Level 1 NCCER – Electrical, Level 1 *	NCCER - Carpentry Fundamentals, Level 1 * NCCER - Carpentry Fundamentals, Level 2 * NCCER - Instrumentation Level 1 * OSHA 10
Arts, A/V Technology & Communications	Adobe Certified Associate (ACA) – Illustrator * Adobe Certified Associate (ACA) – Photoshop *	Adobe Certified Associate (ACA) – Premiere Professional * OSHA 10
Business, Marketing & Finance	Microsoft Office Specialist (MOS) – Access * Microsoft Office Specialist (MOS) – Excel * Microsoft Office Specialist (MOS) – PowerPoint * Microsoft Office Specialist (MOS) – Word *	Microsoft Office Specialist (MOS) – Excel Expert * Microsoft Office Specialist (MOS) – Word Expert* OSHA 10
Health Science	Certified Nurse Aide (C.N.A.) * Certified Pharmacy Technician (CPhT) * Community Response Team (CERT) CPR Dental Assistant, Registered (RDA) *	Electrocardiography (EKG) * Emergency Medical Technician (EMT) * First Aid Sterile Processing Aseptic Technician Monitoring the Administration of Nitrous Oxide for Dental Assistants
Hospitality & Tourism	National Restaurant Association (NRA) – ProStart I * ServSafe Food Handler	ServSafe Manager *
Human Services/Education & Training	Cosmetology, Operator License * CPR	Educational Aide I Certificate *
Information Technology	CompTIA A+ Certification * CompTIA Network+ *	MTA Networking Fundamentals * OSHA 10
Law, Public Safety, Corrections & Security	Community Emergency Response Team (CERT) County Jailer Certification *	CPR Emergency Telecommunications Certification *
Manufacturing	AWS – American Welding Society * NCCER – Welding, Level 1 * NCCER – Welding, Level 2 *	NCCER – Core, Level 1 OSHA 10
STEM	Autodesk Inventor Certified User *	
Transportation, Distribution & Logistics	Forklift Operator Certification * OSHA 10 Texas Boaters Safety ASE – Maintenance and Light Repair * ASE – Engine Repair ASE – Automatic Transmission/Transaxle ASE – Maual Drive Train & Axles ASE – Suspension & Steering ASE – Brakes	ASE – Electrical/Electronics Systems ASE – Heating & Air Conditioning ASE – Engine Performance ASE – Painting & Refinishing ASE – Non-Structural Analysis & Damage Repair ASE – Structural Analysis & Damage Repair ASE – Mechanical & Electrical Components I-CAR – Non-Structural Technician, Level 1 * I-CAR – Refinishing Technician, Level 1 *

Indicates certifications resulting in CTE graduation stole.

Career and Technical Education (CTE)

Prerequisites

Course	Credit	Grade Level	Prerequisite
Accounting II	1	11,12	Accounting I
Advanced Animal Science	1	11, 12	Biology and Chemistry or IPC, Algebra I and Geometry, and either Small Animal Management, Equine Science, or Livestock Production
Advertising	1/2	9,10,11,12	Principles of Business, Marketing, and Finance
Anatomy and Physiology	1	10,11,12	Biology and a second science credit
Audio/Video Production II Lab	1	10,11,12	Audio/Video Production I
Business Information Management II	1	10,11,12	Business Information Management I
Career Preparation II	2	12	Career Preparation I
Construction Technology II	2	11,12	Construction Technology I
Electrical Technology II	2	11,12	Electrical Technology I
Engineer Design & Presentation	1	10, 11, 12	Algebra I
Engineer Design & Problem Solving	1	10, 11, 12	Algebra and Geometry
Entrepreneurship	1	10,11,12	Principles of Business, Marketing, and Finance
Extended Practicum in Health Science	1	11,12	Principles of Health Science, Health Science Theory, and Biology
Fashion Design	1	10,11,12	Principles of Arts, Audio/Video Technology, and Communications
Fashion Design II Lab	1	11,12	Fashion Design I
Graphic Design and Illustration II Lab	1	10,11,12	Graphic Design and Illustration I
Health Science Clinical	1	10,11,12	Biology and Principles of Health Science
Health Science Theory	1	10,11,12	Principles of Health Science and Biology
Interior Design I	1	10,11,12	Algebra I and English I

Career and Technical Education (CTE)

Prerequisites Continued

Course	Credit	Grade Level	Prerequisite
Interior Design II	2	11,12	English II, Geometry, and Interior Design I
Practicum in Audio/Video Production	2	11,12	Audio/Video Production II and Audio/Video Production II Lab
Practicum in Construction Management	2	12	Construction Management II
Practicum in Culinary Arts	2	11,12	Culinary Arts
Practicum in Education and Training	2	12	Instructional Practices
Practicum in Fashion Design	2	11,12	Fashion Design II and Fashion Design II Lab
Practicum in Graphic Design and Illustration	2	10,11,12	Graphic Design and Illustration II and Illustration II Lab
Practicum in Health Science	2	11,12	Principles of Health Science, Health Science Theory, and Biology
Practicum in Information Technology	2	12	A minimum of two information technology (IT) courses
Practicum in Interior Design	2	12	Interior Design II
Practicum in Marketing	2	11,12	Principles of Business, Marketing, and Finance
Practicum in STEM	2	12	Algebra and Geometry
Small Engine Technology II	2	10,11,12	Small Engine Technology
Social Media Marketing	1/2	9,10,11,12	Principles of Business, Marketing, and Finance or any marketing course
Sports Marketing	1/2	9,10,11,12	Principles of Business, Marketing, and Finance
Sports Marketing	1/2	9,10,11,12	Principles of Business, Marketing, and Finance or any marketing course
Sports Marketing II	1	11	Sports Marketing I
Vet Med Applications	1	11, 12	Equine Science, Small Animal Management or Livestock roduction

Agriculture, Food & Natural Resources

Principles of Agriculture, Food and Natural Resources

This introductory course prepares students for careers in agriculture, food, and natural resources. This course allows students to develop knowledge and skills regarding career opportunities in agriculture specifically related in leadership, plant science, animal industry, food technology and agriculture mechanics. FFA Membership recommended.
Grades: 9th | Credits: 1

Ag Business

This course is designed to primarily focus on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.
Grades: 10th | Credits: 0.5 | School: CTHS Only

Outdoor Wildlife

This is the 2nd year course offered by the Outdoor Education Program. These students will have opportunities to go camping, participate in the National Archery in the Schools Program, and attend a Houston Safari Club field trip. They must be certified in both hunter's education and boater's education certifications before they can participate in some of the activities. They are taught leave no trace principles, orienteering, advanced angler education, outdoor games, kayaking, and biking.
Grades: 10th | Credits: 1

Livestock Production

Students will gain technical knowledge and skills to prepare for careers in the field of animal science and livestock management. Students will explore nutrition, reproduction, health, and management of livestock and poultry. This course will study such topics as: common livestock and poultry breeds; internal and external anatomies; evaluation of livestock; feeds and feeding techniques; breeding advancements; and management skills. FFA membership recommended.
Grades: 11th | Credits: 1

Agriculture, Food & Natural Resources

Floral Design

This course prepares students for careers in floral art and design. It is a laboratory-oriented course designed to provide students technical knowledge and skills related to horticultural systems, career opportunities, entry requirements, and industry expectations. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. FFA membership recommended. *(This course is offered as an ELECTIVE only. It is not part of a CTE pathway. This course also satisfies the fine arts graduation requirement.)*
Grades: 10th | Credits: 1

Small Animal Management

This course is designed to prepare students in the field of small animal management. It will provide students the skills regarding career opportunities, entry requirements, and industry expectations through courage, collaboration, innovation and self-direction. Students will develop knowledge and skills pertaining to animal ownership, industry hazards, current topics associated with animal rights/welfare, management and career opportunities. Suggested small animals which may be included in the course of study include, but are not limited to small mammals, amphibians, reptiles, avian, dogs and cats. FFA membership recommended.
Grades: 10th | Credits: 0.5

Wildlife, Fisheries, and Ecology Management

This course serves as preparation for a career or studies in the wildlife, ecology, and natural resources industries. This course explores the importance of wildlife and recreation management to the environment and the Agricultural industry. Students will learn the identification and management of game and non-game wildlife species, fish, and their habitats as well as their ecological needs. FFA membership recommended.
Grades: 11th | Credits: 1

Veterinary Medical Applications

Prerequisites: Equine Science, Small Animal Management or Livestock Production

Prepares students for careers in the broad field of animal science focusing on veterinary science. Students will attain usable skills and knowledge related to veterinary medicine as it relates to both large and small animals. Upon successful completion of this course students have attained skills that is enable them to apply, and transfer veterinary medical knowledge in a variety of settings. FFA membership recommended.
Grades: 11th | Credits: 1 | School: CTHS Only

Agriculture, Food & Natural Resources

Agricultural Facilities & Design

This course is designed to develop an understanding of mechanized agriculture and technical systems. Students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations.
Grades: 11th | Credits: 1

Agricultural Mechanics and Metal Technologies

This course is an introduction class to Agricultural Facilities Design & Metal Technology. The students will be prepared for careers in agricultural power, structural, and technical systems. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working through courage, collaboration, innovation and self-direction. FFA membership recommended.
Grades: 11th | Credits: 1

Equine Science

This class will be an in-depth class all about horses and the horse industry. It develops knowledge and skills pertaining to breed identification and selection, anatomy, physiology, nutrition, genetics and reproductive management, training principles, grooming, health disease, parasite control and sanitation practices.
Grades: 10th | Credits: 0.5

Outdoor Range

These 3rd year students will demonstrate advanced angler skills. Their focus will be to help others to be successful in all aspects of fishing. They will demonstrate camping skills and participate in all camping workshops. They will experience bow hunting and bow fishing techniques, will be expected to maintain all archery equipment, and will compete in the National Archery in the Schools Program.
Grades: 11th | Credits: 1

Agriculture, Food & Natural Resources

Advanced Animal Science

Prerequisites: Biology and Chemistry or IPC, Algebra I and Geometry, and Small Animal Management or Equine Science or Livestock Production

This course is designed to build on knowledge gained in prior animal agriculture classes covering such topics as animal reproduction, genetics, anatomy and physiology, nutrition, formulating feed rations, livestock handling, harvesting and marketing of livestock, and research in the field of animal agriculture. This course will also require research, writing, and presentations which will help the students with their college readiness.

Grades: 11th | Credits: 1 | School: CTHS Only

Practicum in Agriculture, Food, and Natural Resources

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid/unpaid internship or lab setting in their chosen Agriculture, Food and Natural Resource field. FFA membership is recommended.

Grades: 12th | Credits: 2

Outdoor Practicum

This 4th year senior-level class involves all aspects of the great outdoors: outdoor education, outdoor wildlife and outdoor range. Students are expected to participate in long-term projects such as building wood duck houses and fishing line recycle tubes. They will teach leave no trace principles, and will demonstrate camping, cooking, fire building and angler skills. These students will be eligible for all field trips.

Grades: 12th | Credits: 2

Architecture & Construction

Principles of Construction

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.
Grades: 9th | Credits: 1

Principles of Architecture

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Students will focus on designing, planning, managing, building, and maintaining structures.
Grades: 9th | Credits: 1

Basic Architecture

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Students will focus on designing, planning, managing, building, and maintaining structures.
Grades: 9-10th | Credits: 1

Interior Design I

Prerequisites: Algebra I and English I

Students develop skills related to interior and exterior environments, construction, and furnishings. Through project based assignments students apply the elements and principles of design to enhance their work and living environments.
Grades: 10th | Credits: 1

Interior Design II

Prerequisites: English II, Geometry, and Interior Design I.

Students develop advanced knowledge and skills related to interior and exterior environments, construction, and furnishings. Through project-based assignments, students apply the elements and principles of design to enhance their work and living environments.
Grades: 11th | Credits: 2

Architecture & Construction

Construction Technology I

Students gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors. Course includes the knowledge of the design, techniques, and tools related to the management of architectural and engineering projects.
Grades: 11th | Credits: 1

Electrical Technology I

Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services and electric lighting installation.
Grades: 10th | Credits: 1

Construction Management I

In Construction Management I, students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management I includes the knowledge of design techniques and tools related to the management of architectural and engineering projects.
Grades: 11th | Credits: 2 | School: CTHS Only

Practicum in Interior Design

Prerequisites: Interior Design II

This course offers laboratory training, job shadowing, or work situations in areas compatible with identified career goals in interior design. In addition, students will be expected to develop knowledge and skills related to housing, furnishings, and equipment construction or equipment management and services.
Grades: 12th | Credits: 2

Architecture & Construction

Construction Technology II

Prerequisites: Construction Technology I

Students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Grades: 12th | Credits: 2

Construction Management II

Students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management II includes knowledge of the design, techniques, and tools related to the management of architectural and engineering projects.

Grades: 12th | Credits: 3 | School: CTHS Only

Electrical Technology II

Prerequisites: Electrical Technology I

Students will gain advanced knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

Grades: 12th | Credits: 3 | School: CTHS Only

Practicum in Construction Management

Prerequisites: Construction Management II

This course provides classroom instruction or on-the-job training experiences related to designing, planning, managing, building, and maintaining the built environment. Students will have an opportunity to design and construct a marketable project that adheres to specific codes, laws, standards, and budgetary guidelines.

Grades: 12th | Credits: 3 | School: CTHS Only

Arts, Audio/Video Technology & Communications

Principles of Arts, Audio/Video Technology, & Communications

This course focuses on the basics of Audio/Video Technology. Students need a strong background in computers and proficiency in oral and written communication.
Grades: 9th | Credits: 1

Professional Communications

Students enrolled in Professional Communications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Grades: 10th – 12th| Credits: .5

Audio/Video Production I

This course focuses on pre-production, production, and post-production audio and video activities.
Grades: 10th | Credits: 1

Advanced Audio/Video Production II

Prerequisites: Audio/Video Production I

Lights! Camera! Action! Take your Audio/Video Production skills to the next level and set yourself apart. This class is for students interested in Film, television, or YouTube as a career or as a serious money making hobby. Students write, edit and produce for Film/Video productions for competitions and portfolio recognition. Shoot your own movie. Tell your own story; write a feature-length script.
Grades: 11th | Credits: 2

Practicum in Audio/Video Technology

Prerequisites: Audio/Video Production II, Audio/Video Production II Lab

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid or unpaid internship in their chosen Arts, Audio/Video Technology & Communication field.
Grades: 12th | Credits: 2 or 3

Graphic Design and Illustration I

This course is a continuation of Graphic Design and Illustration with emphasis placed on designing for practical application, workflow and client interaction. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Grades: 10th – 11th | Credits: 1

Arts, Audio/Video Technology & Communications

Graphic Design and Illustration II

Prerequisites: Graphic Design and Illustration I

This course is a continuation of Graphic Design and Illustration with emphasis placed on designing for practical application, workflow and client interaction. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Grades: 11th – 12th | Credits: 1 or 2

Practicum in Graphic Design and Illustration

Prerequisites: Graphic Design and Illustration II, Graphic Design and Illustration Lab II

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid or unpaid internship in their chosen Arts, Audio/Video Technology & Communication field.
Grades: 12th | Credits: 2 or 3

Fashion Design

Prerequisites: Principles of Arts, Audio/Video Technology and Communications

This laboratory course spans all aspects of the textile and apparel industries. In addition to developing technical knowledge and skills through hands on project based assignments and develop garment construction skills.
Grades: 10th | Credits: 1

Fashion Design II

Prerequisites: Fashion Design I

This laboratory course is a continuation of Fashion Design I with emphasis placed on designing fashion items for clients. Students will be expected to develop and advanced understanding of the fashion design industry.
Grades: 11th | Credits: 1

Practicum in Fashion Design

Prerequisites: Fashion Design II, Fashion Design II Lab

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid/unpaid internship or lab in their chosen Arts, Audio/Video Technology & Communication field.
Grades: 11th | Credits: 1

Arts, Audio/Video Technology & Communications

Commercial Photography

This course provides an introduction to Digital Photography. Students will master the art of photography as it relates to printed products. (This course is offered as an ELECTIVE only. It is not part of a CTE pathway.)
Grades: 10th | Credits: 1

Advanced Commercial Photography

This course is a continuation and perfection of skills learned in Commercial Photography. Students will perfect their skills with photography as they develop a printed school portfolio. (This course is offered as an ELECTIVE only. It is not part of a CTE pathway.)
Grades: 11th – 12th | Credits: 2

Business, Management & Administration

Principles of Business, Marketing and Finance

This course introduces basic business procedures; develops the foundation for participating in today's business world; student creates an individual career plan while developing knowledge and skills in the areas of marketing and money management.
Grades: 9th | Credits: 1

Business Information Management I

This course prepares students with technology skills required by today's workforce. Students gain personal skills to strengthen individual performance in the workplace.
Grades: 10th – 11th | Credits: 1

Money Matters

Students will gain knowledge and skills in setting personal goals regarding budgets, use of credit and long-term investment options.
Grades: 10th | Credits: 1

Accounting I

Students are introduced to accounting concepts, principles and procedures. Students will formulate and interpret financial information for use in management decision making.
Grades: 11th | Credits: 1

Accounting II

Prerequisites: Accounting I

Students continue their interest in accounting, including how it is impacted by outside factors such as economic, international and social factors.
Grades: 12th | Credits: 1

Business Information Management II

Prerequisites: Business Information Management I

Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using multimedia software. Students will be creating electronic portfolio to include resumes and other job preparation materials.
Grades: 11th | Credits: 1

Business, Management & Administration

Business Law

Students analyze the social responsibility of businesses regarding issues in the legal environment.
Grades: 11th | Credits: 0.5

Global Business

Students apply technical skills to address international business practices. Student develops the foundation in the financial, international, and ethical aspects of business to become an informed consumer, employee or entrepreneur.
Grades: 11th | Credits: 0.5

Entrepreneurship

Prerequisites: Principles of Business, Marketing, and Finance

Students… Have you ever wanted to own your own business? Be your own boss? Then this course is for you… Students will focus on the process of analyzing a business opportunity, preparing a business plan, developing a marketing plan and the potential for profit. The campus school store will be a major component of the class.
Grades: 10th | Credits: 1

Fashion Marketing

Students will explore various areas of the fashion industry. Students in fashion marketing gain a working knowledge of promotion, textiles, visual merchandising, mathematics, selling and fashion marketing career opportunities.
Grades: 10th | Credits: 1

Practicum in Business Management

This course provides students with actual work experience in an office job, typically working 1-5 p.m. Monday through Friday. Classroom instruction coordinates with on-the-job experience. Students must provide own transportation and a copy of your Social Security card.
Grades: 11th or 12th | Credits: 2 - 3

Marketing

Principles of Business, Marketing and Finance

This course introduces basic business procedures; develops the foundation for participating in today's business world; student creates an individual career plan while developing knowledge and skills in the areas of marketing and money management.

Grades: 9th | Credits: 1

Sports and Entertainment Marketing

Prerequisites: Principles of Business, Marketing and Finance or any marketing course

Students will explore the marketing concepts that apply to sports, sporting events and entertainment.

Grades: 10th | Credits: 0.5

Social Media Marketing

Prerequisites: Principles of Business, Marketing and Finance or any marketing course

The increased use and value of using social media to market businesses will be the focus of this course. Students will investigate how these tools are used and measure their success as they study available social media tools and business use.

Grades: 10th | Credits: 0.5

Sports and Entertainment Marketing II

Prerequisites: Sports and Entertainment Marketing I

This course is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events.

Grades: 11th | Credits: 0.5

Advertising

Prerequisites: Principles of Business, Marketing and Finance

This course is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media.

Grades: 11th | Credits: 0.5

Practicum in Marketing

Prerequisites: Principles of Business, Marketing and Finance

This course provides classroom instruction and on the job training in local retail or service related businesses. Students will examine the risks and challenges marketers face to maintain their competitive edge. DECA, a student organization, is available to all students. Student must be 16 years old, provide a copy of social security card, and provide own transportation.

Grades: 11th-12th | Credits: 3

Human Services/Education & Training

Principles of Human Services

This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, personal finance, early childhood development, family and community, and personal care services.
Grades: 9th | Credits: 1

Child Development

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children.
Grades: 10th | Credits: 1

Family & Community Services

This course allows students to develop and implement community and service-learning activities. They will also explore career options available that focus on family and community services through strategic partnering with local organizations.
Grades: 11th | Credits: 1

Principles of Cosmetology

This course introduces students to the analysis of career opportunities, license requirements, knowledge and skills expectations and development of workplace skills within the cosmetology career field. Students will attain knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology.
Grades: 9th | Credits: 1 | School: CTHS Only

Introduction of Cosmetology Design and Color Theory

This course introduces students to the basic manipulative skills in manicuring, professional image and conduct and personal hygiene. Includes basic sterilization, sanitation and principles of hair cutting. Fee is required.
Grades: 10th | Credits: 1 | School: CTHS Only

Cosmetology I

This course provides lab and classroom instruction for job training in cosmetology careers. This course is part of the Texas Department of Licensing and Regulation. All students must pass required modules with a 75 to qualify for credit hours to advance to Cosmetology II. Fee is required.
Grades: 11th | Credits: 3 | School: CTHS Only

Human Services/Education & Training

Cosmetology II

Prerequisite: Cosmetology I

This course provides advanced training for employment in cosmetology careers. This course is part of the Texas Department of Licensing and Regulation. All students must complete required modules to receive credit hours. You must pass written with a 70 or better in order to be given authority to take the practical exam for licensure. Fee is required for both written and practical.

Grades: 12th | Credits: 3 | School: CTHS Only

Practicum of Human Services

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid or unpaid internship in their chosen Human Service field.

Grades: 12th | Credits: 2-3

Lifetime Nutrition and Wellness

Students will apply knowledge and skills to establish goals for lifetime wellness and physical fitness. ***Grades: 10th | Credits: 0.5***

Health Science

Principles of Medical Terminology

This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The structure of medical terms will be introduced to students.
Grades: 9th | Credits: 1

Introduction to Health Science

Designed to develop health care knowledge, skills in effective communications, ethical responsibilities, basic anatomy and physiology, client care, safety, first aide, and CPR. Health Occupations Students of America (HOSA) student organization is available to students.
Grades: 10th | Credits: 1

Health Science Theory

This course offers students an opportunity to receive CERT (Community Emergency Response Team) certification. In addition to this, the lab environment will offer training on medical diagnostics, health practices and career opportunities in the health science area.
Grades: 11th | Credits: 1

Health Science Clinical

This course is designed to provide hands-on experiences to develop knowledge and skills related to a wide variety of health careers. Course may be taught as Clinical Rotations. Clinical Rotation offers an in-depth academic base, as well as practical exposures to the health field. It expands students' exposure to health sciences curricula, and includes self-study designed to prepare them for hospital rotation. Health Occupations Students of America (HOSA) student organization is available to students. Students must be 16 years old. Students must also pass a criminal background check and drug screening.
Grades: 11th | Credits: 2 or 3

Practicum in Health Science

Prerequisites: Principles of Health Science, Health Science Theory, and Biology

This course is designed to provide hands-on experiences to develop knowledge and skills related to a wide variety of health careers. The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid/unpaid internships or lab setting in their chosen Health Science field. Health Occupations Students of America (HOSA) student organization is available to students.
Grades: 12th | Credits: 2 or 3

Hospitality and Tourism

Principles of Hospitality and Tourism

Students have the opportunity to research areas of the hospitality and tourism industry such as resorts, restaurants and recreation services. This field is the nation's largest employment base in the private sector.
Grades: 9th | Credits: 1

Lifetime Nutrition and Wellness

Students will apply knowledge and skills to establish goals for lifetime wellness and physical fitness.
Grades: 10th | Credits: 0.5

Intro to Culinary Arts

This course will emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations.
Grades: 10th | Credits: 0.5

Culinary Arts

This course begins with the fundamentals and principles of the art of cooking and the science of baking. It includes management, production skills and techniques.
Grades: 11th | Credits: 2

Practicum in Culinary Arts

Prerequisite: Culinary Arts

This course provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences.
Grades: 12th | Credits: 2-3

Information Technology

Principles of Information Technology

Students will develop computer skills to use in emerging technologies in today's workplace. Students will learn to use the Microsoft Office software package for the rapidly evolving world we live in today. Students will develop projects based on application.
Grades: 9th | Credits: 1

Computer Maintenance

This course provides job specific training for industry certified entry-level employment in computer repair and maintenance technology careers. Course will prepare students to take the A+ Certification as a computer repair technician. Students will be responsible for the test fee.
Grades: 10th | Credits: 1

Networking

Students develop knowledge of the concepts and skills related to telecommunications and data networking technologies. Students will have opportunities to reinforce, apply and transfer knowledge and skills to a variety of settings and problems. Course will prepare students to take the N+ Certification. Students will be responsible for the test fee.
Grades: 11th | Credits: 2

Digital and Interactive Media (DIM)

Students will design and create multimedia projects that address customer needs. Will analyze and assess current and emerging technologies in today's businesses.
Grades: 9–12th | Credits: 1

Practicum in Information Technology

Prerequisite: A minimum of two Information Technology (IT) Courses

Students will have opportunity to further develop their skills in the application, design, production, maintenance and implementation of networking and maintenance of computer systems. The course will prepare them for success on the industry certification exam.
Grades: 12th | Credits: 2 | School: CTHS

Law, Public Safety, Corrections, & Security

Principles of Law, Public Safety, Corrections, & Security

This course will enable students to investigate careers in the law and public safety career cluster, including the history, organization of law enforcement, as well as an overview of the criminal justice system.
Grades: 9th | Credits: 1

Court Systems and Practices

This course is an overview of the federal and state court systems. Identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types of rule of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.
Grades: 10th | Credits: 1

Law Enforcement I

This course 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 US legal system, criminal law, law enforcement terminology and the classification and elements of crime. Emphasis is placed on constitutional laws for criminal procedures.
Grades: 11th | Credits: 2

Practicum in Law, Public Safety, Corrections & Security

This practicum course is a paid or unpaid internship experience for students. This course is designed to give students supervised practical application in the field of Law, Public Safety, Corrections and Security.
Grades: 12th | Credits: 2

Manufacturing

Principles of Manufacturing

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing.
Grades: 9th | Credits: 1

Intro to Welding

This course offers job specific training for entry-level employment in welding careers. Instruction includes NCCER Core curriculum of safety, hand and power tools, math, material handling and blueprint reading.
Grades: 10th | Credits: 1 | School: CTHS Only

Welding I

Students will develop advanced welding concepts and skills. Metal is cut with plasma arc and oxy-fuel torches, prepared with grinders, welded with oxyacetylene. Shielded metal arc, gas metal arc, and gas tungsten arc processes, then the weld is tested.
Grades: 11th | Credits: 2 | School: CTHS Only

Diversified Metal Manufacturing

Diversified Manufacturing will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. Students will develop knowledge of the concepts and skills related to diversified metal manufacturing to apply them to personal and career development. (This course is offered as an ELECTIVE ONLY. It is NOT part of a CTE pathway.)
Grades: 11th–12th | Credits: 1 | School: CTHS Only

Practicum in Manufacturing

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid or unpaid internship in their chosen Manufacturing field.
Grades: 12th | Credits: 3 | School: CTHS Only

Career Preparation

Career Preparation I

This course is a work based program providing occupationally related classroom instruction and on-the-job training experiences which prepare students for employment in various occupations. Some jobs include: auto mechanics, cooks, grocery store clerks, welders. Student must be 16 years old and provide own transportation and a copy of their social security card.

Grades: 11th – 12th | Credits: 3

Career Preparation II

Prerequisite: Career Preparation I

This course is a work based program providing occupationally related classroom instruction and on-the-job training experiences which prepare students for employment in various occupations. Some jobs include: auto mechanics, cooks, grocery store clerks, welders. Student must be 16 years old and provide own transportation and a copy of their social security card.

Grades: 11th – 12th | Credits: 3

Science, Technology, Engineering, & Mathematics

Principles of Applied Engineering

This course is an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects.
Grades: 9th | Credits: 1

Engineering Design & Presentation I

Prerequisite: Algebra I

The major focus of this class is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.
Grades: 10th | Credits: 1

Engineering Design and Presentation II

Prerequisite: Algebra I and Geometry

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.
Grades: 11th - 12th | Credits: 2

Practicum of STEM

Prerequisite: Algebra I and Geometry

The practicum course is designed to give students an opportunity to enhance their previous learning by participating in a paid or unpaid internship in their chosen STEM field.
Grades: 11th – 12th | Credits: 2

Transportation, Distribution & Logistics

Principles of Transportation Systems

This course provides knowledge and skills in the safe application, design, production and assessment of products, services and systems. Students will learn history, laws and regulations, and the common practices used in maritime operations, warehousing and transportation systems.
Grades: 9th | Credits: 1

Principles of Distribution and Logistics

This course is an introduction to the planning, management and movement of materials and goods in relation to our local economy and the Port of Houston. The history, laws and regulations used in the logistics of warehousing and transportation systems will be investigated.
Grades: 9th | Credits: 1 | School: CTHS Only

Management of Transportation Systems

Students will understand the skills it takes to handle material and distribution and proper application, design and production of technology as it relates to the transportation, distribution, and logistics industries.
Grades: 10th | Credits: 1

Small Engine Technology I

This course includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators and irrigation engines. This course is designed to provide training for employment in the small engine technology industry.
Grades: 10th | Credits: 1

Basic Collision Repair and Refinishing

Includes the knowledge of the process technologies and materials used in the reconstruction and alteration of vehicles.
Grades: 10th | Credits: 1

Transportation, Distribution & Logistics

Automotive Basics

This course will offer training on the basic automotive systems and theory of parts that make up each system. Skills in the servicing of vehicles will be offered in the laboratory.
Grades: 10th | Credits: 1 | School: CTHS

Small Engine Technology II

Prerequisite: Small Engine Technology I

This course includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators and irrigation engines. This course is designed to provide training for employment in the small engine technology industry.
Grades: 11th | Credits: 2

Collision Repair

This course includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. The course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
Grades: 11th | Credits: 2 | School: CTHS

Automotive Technology I: Maintenance and Light Repair

Students will gain knowledge and skills in the repair, maintenance, and diagnosis of a vehicle system. Students will reinforce, apply, and transfer academic knowledge to a relevant setting. Students will have the opportunity to be placed in a AYES internship at a local business starting the summer of their senior year.
Grades: 11th | Credits: 2

Distribution and Logistics

This course focuses on planning, transportation and distribution of materials and supplies by land, air and sea, as it relates to the local industry.
Grades: 11th | Credits: 2

Transportation, Distribution & Logistics

Paint and Refinishing

Advanced knowledge of the processes, technologies and materials used in the reconstruction and alteration of vehicles. Industry certification offered: I-CAR.
Grades: 12th | Credits: 3

Practicum in Transportation Systems

Students in this practicum course have an opportunity to secure a paid or unpaid internship in the automotive industry. Those who do not secure an internship will participate in a lab-based practicum where they will focus on advanced skills in the repair, maintenance, and diagnosis of vehicles or small engines.
Grades: 12th | Credits: 2-3

Practicum in Distribution and Logistics

This course focuses on the movement of materials and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
Grades: 12th | Credits: 2 | School: CTHS Only

Additional Courses

AVID (Advancement via Individual Determination) I, II, III, IV

Prerequisite - Application

AVID is a ninth through twelfth grade program to prepare students in the academic middle for four-year college eligibility. AVID targets students who have the desire to attend college and the willingness to work hard. The program is designed for students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support necessary to succeed in them.

Grades: 9th, 10th, 11th, 12th | Credits: 1-4

Teen Leadership

Prerequisite - None

Teen Leadership is a course in which students develop leadership, professional and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility.

Grades: 9th, 10th, 11th, 12th | Credits: 0.5-1

Collegiate Scholars English

Prerequisite - None

This course is designed to prepare advanced students for PSAT/NMSQT and the SAT and to increase student participation and success on college entrance exams. It will involve intensive instruction in the area of evidence based reading and writing, as well as writing essays (Premium grade points are awarded).

Grades: 10th, 11th, & 12th | Credits: 0.5

Collegiate Scholars Math

Prerequisite – Algebra II

This course is designed to prepare advanced students for PSAT/NMSQT and the SAT and to increase student participation and success on college entrance exams. It will involve intensive instruction in the area of evidence based reading and writing, as well as writing essays (Premium grade points are awarded).

Grades: 11th, & 12th | Credits: 0.5

Special Topics/Decathlon

Prerequisite - Application

The national Academic decathlon competition is an extremely challenging extra-curricular opportunity. Events include mathematics, Science, Social Studies, Fine Arts, Language and Literature, Economics, Speech, Interview, Essay and Super Quiz. Students interested in Academic Decathlon may take a course designed to prepare them for this rigorous completion. Many hours of after school preparation will be required as well. (Premium grade points are awarded).

Grades: 9th, 10th, 11th, 12th | Credits: 0.5-1

Section 4

Program Guidelines

Advanced Placement Program (PreAP/AP)

The College Board Advanced Placement (AP) Program gives students an opportunity to seek college-level studies while still in high school. By taking PreAP classes, AP classes and AP exams, students may gain advanced placement and/or credit in college. Depending on students' grades on AP Exams, they may earn up to a full year's credit from their college or university. Enrollment in AP courses enhances entry into major colleges and universities, especially for students who are interested in highly selective colleges/universities. PreAP courses prepare students for the rigor of the AP course. Taking AP courses also demonstrates to college admission officers that students have attempted the most rigorous curriculum available at their high school.

AP courses are open to all students with the prerequisite coursework who wish to take challenging college level course work. Courses are available in English, mathematics, science, social studies, computer science, languages other than English, music theory and art.

AP course descriptions and AP exams are prepared by College Board Development Committees, which include college and university professors and experienced AP teachers throughout the world. AP Exams take two or three hours, depending upon the credit, contain both multiple-choice questions and free-response questions (except art courses requiring portfolios), are scored by computer, and evaluated by faculty consultants, college professors, and AP teachers.

Results are available to the student, high school, and designated college(s) in July. While taking the exam, students indicate if they would like a college to receive their grades. Students also have the option of canceling or withholding a grade. The process and standards for setting AP grades remain the same so that the merit of AP grades is consistent over time.

Each exam is scored on the following five-point scale:

5 – Extremely well qualified
4 – Well qualified
3 – Qualified
2 – Possibly qualified
1 – No recommendation

Most individual colleges accept grades of 3 or above, but each college/university determines which AP exam grades to accept for credit and/or advanced placement. For more information, contact your student's high school counselor or contact Patricia Sermas (psermas@pasadenaisd.org) at 713.740.5247. AP information may be found at the College Board web site: www.collegeboard.org

AP Courses and Exams
Offered in PISD High Schools

Art	Art History, Studio Art (2-D, 3-D), Studio Art (drawing)
Computer Science	Computer Science A, Computer Science Principles
Economics	Macroeconomics
English	English Language and Composition, English Literature and Composition
World Languages	French Language, German Language, Spanish Language, Spanish Literature
Government	United States Government and Politics
History	European History, United States History, World History, Human Geography
Mathematics	Calculus AB, Calculus BC, Statistics
Music	Music Theory
Psychology	Psychology
Science	Biology, Environmental Science, Chemistry, Physics 1, Physics 2, Physics C-Mechanics, Physics C-Electricity and Magnetism

Other Options for Earning High School Credit

Community School

Pasadena Community School is a program for Pasadena ISD students who are not currently enrolled in school and qualify for credit recovery and initial credit classes, or who are enrolled in school but have unique personal circumstances and are in danger of dropping out of school.

Community School offers:

- Differentiated instruction in core classes and electives
- Plato & Edgenuity recovery options
- STAAR remediation
- Computer software to enhance instruction

Requirements to attend:

- Counselor/Principal recommendation
- Interview with student and parent
- Must be present 90% of the time

Contact:

Tom Swan: tswan@pasadenaisd.org | 713-740-0298
1838A E. Sam Houston Parkway South, Pasadena, Texas 77052

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills, but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are University of Texas, Texas Tech University, Pasadena ISD Virtual School and Texas Virtual School Network.

If a student wishes to enroll in a correspondence course or a distance learning course in order to earn credit in a course or subject, the student must receive permission from the School Counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Credit by Examination

Without Prior Instruction

Most academically exceptional students will find the district gifted/talented program and advanced classes provide appropriate challenges for their academic needs. However, the district also offers students the opportunity to accelerate through credit by examination for the applicable course or grade where the student has received no prior instruction. Students must score 80% or above on an approved examination for the applicable course or grade.

With Prior Instruction

TAC 74.24 states that a student in any Grade 6-12 may be given credit for an academic subject in which he or she had some prior instruction if the student scores 70% on a criterion-referenced test for the applicable course. Prior instruction is defined as the student having received some formal instruction at any point in his/her educational career.

Approved Examinations

Pasadena ISD recognizes the results of tests acquired from Texas Tech University, the University of Texas at Austin, and district created tests. The exam must be administered under the supervision of the district and the following guidelines apply:

- The student's counselor will approve the student as eligible to apply for credit by examination upon request by the student and/or parent.
- The score on the examination will be recorded and credit will be earned on the examination if the student scores 80% or higher (no prior instruction) or 70% or higher (prior instruction).
- Exam scores are recorded on the student's transcript if credit is awarded. Student athletes must be aware that NCAA does not recognize credits earned through Credit by Examination.

  Foreign Language Testing
  Credit by Examination for Spanish I, II, and III and Vietnamese I and II is held on individual intermediate and high school campuses. Students may register for the exam in the school couseling office.
- Credit by Examination opportunities are scheduled four times a year for initial credit purposes and are ongoing for recovering lost credit.

Dual Credit Program

Pasadena Independent School District and San Jacinto Community College (Central and South Campuses) offer dual credit opportunities for eligible high school students.

The following guidelines apply to dual credit students:

- All Dual Credit courses must be approved by the student's high school College Now Coordinator or counselor prior to enrolling at SJC.
- The Dual Credit Course Approval Form must be completed and signed by the student, his/her parent, and his/her College Now coordinator prior to registering at SJC.
- Pasadena ISD Bus transportation will be provided for students enrolled in the morning & afternoon sections of dual credit. Students registering for classes outside of this time may be required to provide their own transportation to and from the college.
- All Pasadena ISD students must schedule their dual credit courses so that they are on their high school campus and attending a class at the district's official Average Daily Attendance (ADA) reporting time at 9:30 AM.
- All dual credit tuition, fees and textbooks are the responsibility of the student. Dual credit students receive a tuition discount.
- Students may not enroll in a dual credit course that conflicts with the high school schedule.
- Premium points are awarded for selected dual credit courses.
- Students are responsible for ensuring that all dual credit courses will transfer to the four year university that he/she plans to attend.
- Dual credit grades are recorded on the high school transcript according to the Pasadena ISD Grade Point Average chart (see pages 17-19 in this document). High school transcripts will indicate that the credit was earned in a dual credit program.
- Dual credit students who do not maintain passing scores in courses may be removed from the dual credit program.
- When a student turns 18 years old or enrolls in an institution of higher learning at any age, all rights afforded to you as a parent under FERPA transfer to the student.
- Academic Freedom allows faculty and students to pursue any subject matter they feel is important and to speak about it in the classroom without fear of censorship.

All approved dual credit courses are listed on the following San Jacinto Community College Dual Credit Course Approval Form. This form is available in your counselor or College Now coordinator's office.

Meningitis Vaccine Requirements:

The 82nd Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis.

Who:
The vaccine is required for all new students ages 22 and under attending any institution of higher education (including dual credit students attending San Jacinto College).

What:
The student or parent or guardian of the student must provide a certificate signed by a health practitioner or an official immunization record showing the student has received the bacterial meningitis vaccination or booster during the five-year period prior to enrollment, and not less than ten days before the first day of classes. Two ways to receive the meningitis vaccination are either through a private physician's office or clinic, or through a public clinic, such as Harris County Health Department clinics.

Pasadena ISD Approved Dual Credit Courses

Pasadena ISD Courses — San Jacinto Community College Courses

PISD Course Title	HS Credit PEIMS #	SJCC Course Number	SJCC Course Title	College Hours
College Readiness & Study Skills	0.5	EDUC 1300 or PSYC 1300	Foundations for Success	3
Business Principles	1	BCIS 1305	Business Computer Applications	3
Comm. Applications	0.5	SPCH 1315 or 1318	Interpersonal Comm.	3
Art Appreciation	1	ARTS 1301	Art Appreciation	3
Applied Music 1	1	MUSI 1310	America Music	3
Applied Music 1	1	MUSI 1301	Music Fundamentals	3
Theatre Arts 1	1	DRAM 1310	Theatre	3
Drawing IIA	0.5	ARTS 1316	Drawing I	3
Drawing IIB	0.5	ARTS 1317	Drawing II	3
Journalism	0.5	COMM 1307	Intro to Mass Communications	3
Theatre & Media Comm	0.5	DRAM 2366	Intro to Cinema: Film Appreciation I	3
Ind. Study Math 1A	0.5	MATH 1314	College Algebra	3
Ind. Study Math 1B	0.5	MATH 1324	Finite Mathematics	3
Ind. Study Math 1B	0.5	MATH 1342	Statistics	3
Ind. Study Math 1B	0.5	MATH 2412	PreCalculus	4
Ind. Study Math 2A	0.5	MATH 2413	Calculus I	4
Ind. Study Math 2B	0.5	MATH 2414	Calulus II	4
Ind. Study Math 3A	0.5	MATH 2415	Calculus III	4
Ind. Study Math 1B	0.5	MATH 1332	College Mathematics for Liberal Arts	3
Ind. Study Math 2A	0.5	MATH 1325	Calculus for Business & Social Sciences	3
English IV A	0.5	ENGL 1301	English Composition I	3
English IV B	0.5	ENGL 1302	English Composition II	3
English IV B	0.5	ENGL 2322	British Literature I	3
English IV B	0.5	ENGL 2323	British Literature II	3
Humanities	0.5	HUMA 1301	Humanities	3
U.S. History A	0.5	HIST 1301	American History Before 1877	3
U.S. History B	0.5	HIST 1302	American History Since 1877	3
Government	0.5	GOVT 2305	US & TX Politics & Constitutions	3
Special Topics SS 1	0.5	GOVT 2306	US & TX Government Institutions	3
Economics	0.5	ECON 2301	Principles of Macroeconomics	3
Economics Advanced Studies	0.5	ECON 2302	Principles of Microeconomics	3
Psychology	0.5	PSYC 2301	General Psychology	3
Sociology	0.5	SOCI 1301	Sociology	3
Special Topics SS 2	0.5	PHIL 1301	Introduction to Philosophy	3
Special Topics SS 2	0.5	PSYC 2308	Child Growth and Development	3
Special Topics SS 3	0.5	PSYC 2314	Lifespan Growth and Development	3
Special Topics SS 4	0.5	PSYC 2319	Intro to Social Psychology	3

**Selected courses in this list are only approved for Early College High School or for the Process Technology program. See your College Now Coordinator for more information.*

Pasadena ISD Approved Dual Credit Courses

PISD Course Title	HS Credit PEIMS #	SJCC Course Number	SJCC Course Title	College Hours
Special Topics SS 3	0.5	HIST 2327	Mexican-American History I	3
Special Topics SS 4	0.5	HIST 2328	Mexican-American History II	3
Fund of Computer Science	0.5	COSC 1336	Programming Fundamentals 1	3
Fund of Computer Science	0.5	COSC 1337	Programming Fundamentals 2	3
Sci. Res & Design A	0.5	BIOL 1306 + Lab	Biology I	3 + 1
Sci. Res & Design B	0.5	BIOL 1307 + Lab	Biology II	3 + 1
Sci. Res & Design A	0.5	GEOL 1303 + Lab	Physical Geology	3 + 1
Sci. Res & Design B	0.5	GEOL 1304 + Lab	Historical Geology	3 + 1
Sci. Res & Design A	0.5	CHEM 1311 + Lab	General Chemistry I	3 + 1
Sci. Res & Design B	0.5	CHEM 1312 + Lab	General Chemistry II	3 + 1
Sci. Res & Design 2A	0.5	PHYS 2325 + Lab	University Physics I	3 + 1
Sci. Res & Design 2B	0.5	PHYS 2326 + Lab	University Physics II	3 + 1
Med Micro Bio	0.5	BIOL 2321 + Lab	Microbiology - Sci Majors	3 + 1
Med Micro Bio	0.5	BIOL 2320 + Lab	Microbiology - Hsci Majors	3 + 1
Anat. & Physiology A	0.5	BIOL 2301 + Lab	Anatomy and Physiology I	3 + 1
Anat. & Physiology B	0.5	BIOL 2302 + Lab	Anatomy and Physiology II	3 + 1
Accounting 1A	0.5	ACCT 2301	Accounting Principles 1	3
Accounting 1B	0.5	ACCT 2302	Accounting Principles 2	3
Business English	0.5	Busi 2304	Business Comm	3
Business Law	0.5	Busi 2301	Business Law I	3
Child Dev	0.5	TECA 1354	Child Growth and Development	3
Research and Tech Writing	0.5	ETWR 1302	Technical Writing	3
Manufacturing	0.5	PTAC 1302	Process Technology	3
Elec Tech	0.5	ENER 1330	Mechanical Skills for Energy	3
Elec Tech	0.5	CETT 1302	Electricity Principles	3
ENG Math	0.5	TECM 1301	Industrial Mathematics	3
Prac STEM	0.5	OSHT 1320	Energy Industrial Safety	3
Prac STEM	0.5	PTAC 2314	Principles of Quality	3

**Selected courses in this list are only approved for Early College High School or for the Process Technology program. See your College Now Coordinator for more information.*

Early College High School

Pasadena ISD Early College High Schools provide students with a seamless pathway from high school to college. Students take college courses along with their high school classes, which give them the opportunity to graduate with a high school diploma and an Associate's Degree from San Jacinto College.

In ECHS students begin taking two college classes in ninth grade and progress by taking more college classes each year. By their senior year, most students are nearly finished with their high school requirements and are ready to focus on a full college schedule.

Pasadena ISD has a "school within a school model," which means that freshmen and sophomores take their college classes on the comprehensive high school campus, and juniors and seniors take classes at San Jacinto College. Early college high school is offered at all five high schools.

Tegeler Career Center

Tegeler Career Center is a centrally-located, school of choice for students in grades 7–12. Students who prefer a small learning environment with individualized attention benefit from the engaging and personalized atmosphere. Tegeler has a limited capacity and students must apply for admission. Application and additional information about Tegeler may be found at https://tegelercareercenter.pasadenaisd.org.

Pasadena Virtual Education

pasadenavirtualschool.org

Pasadena Virtual Education

Pasadena ISD offers two virtual learning options for students through Pasadena Virtual School and Edgenuity. Students will access their virtual courses through the internet and are available to students wherever they have a connection.

Edgenuity

Edgenuity is a content provider with an internet-based Learning Management System designed to provide students with the opportunity to earn high school credits through online instruction. Students are assigned a virtual learning lab manager to assist them with course progress. Students may request tutoring from a campus teacher when needed. Edgenuity courses are most often assigned for credit recovery when a student fails to demonstrate mastery in a traditional classroom. Edgenuity credit recovery courses are closely aligned to the district curriculum and are designed to be completed in approximately nine weeks. Edgenuity may also be taken for initial credit on a limited basis and for test preparation (SAT, ACT, and TSIA). Contact the campus counseling office for more information.
PISD students are also eligible to take courses through the Texas Virtual School Network (TxVSN) catalog. A full listing of these courses can be found at https://catalog.mytxvsn.org.

Pasadena Virtual School

Pasadena Virtual School provides online courses for initial credit and uses the BlackBoard Learning Management System (LMS). Students are on-boarded into virtual learning by a short orientation course prior to beginning actual coursework. Once on-boarding is complete, the student is assigned a mentor who supports him/her in beginning and completing the virtual course. Each course is taught by a live instructor who provides virtual office hours to help students when they struggle. Visit the Pasadena Virtual School website at http://pasadenavirtualschool.org or the campus counseling office for more information about courses and tuition.

Course enrollment process:

- Obtain your Counselor's Permission for the course
- Completed an online registration
- Completed an online student contract
- Pay the course fees
- Complete an online orientation course

Pasadena Virtual School cont.

Course Title	Credit
Astronomy A/ B	0.5
Biology A*/ B*	0.5
Business Information Management A/ B	0.5
Communication Applications	0.5
Economics	0.5
English IV A/ B	0.5
Foundations of Personal Fitness A/ B	0.5
Geometry A/ B	0.5
Government	0.5
Health	0.5
Music Appreciation A/ B	0.5
Principles of Business, Marketing, and Finance A/ B	0.5
Principles of Information Technology A/ B	0.5
Psychology	0.5
Sociology	0.5
Spanish I A/ B	0.5
Spanish II A/ B	0.5
Spanish III A/ B	0.5
US History A*/ B*	0.5
World Geography A/ B	0.5
World History A/ B	0.5

* Students earning credit through Virtual School for an EOC tested courses will also be required to take the corresponding STAAR/EOC and the score will count for 15% of the student's final course grade.

Please visit your school counselor to see how the Virtual School can work for you. Additional information including registration deadlines and costs are available on the Pasadena Virtual School website at http://pasadenavirtualschool.org.

Other Programs

Dyslexia

Pasadena ISD offers support for dyslexic students at each of the secondary campuses. A teacher trained in working with dyslexic students is assigned to each of the secondary campuses and is available during school hours to provide support and direct instruction when appropriate. Additional information regarding the process for identification of students and the support services provided is available through our Pasadena ISD's 504 Coordinator.

Dual Language

Dual Language is an educational model in which both native English speakers and native speakers of another language receive instruction together in both languages. The program promotes second language acquisition, high academic achievement, and cross-cultural understanding for all students. Language learning takes place primarily through content area instruction.

Linguistic proficiency in both languages is developed as students acquire their knowledge of subject matter through performing academic tasks in a highly interactive environment that fosters language development. All students participating in the Dual Language Program in the Pasadena Independent School district will be bilingual, biliterate and bicultural. Participation in the program begins in Kindergarten and progresses through High School. The program is available on select Pasadena ISD K-8 campuses and Pasadena Memorial High School. More information is available on the Pasadena ISD website.

Gifted and Talented

Pasadena ISD offers programs for Gifted and Talented students in grades K-12. Teachers, counselors, and administrators in each secondary school aid these students in assessing their strengths and in determining their goals as they select their courses each year. At the secondary level, the Gifted and Talented students are served through the Pre-Advanced Placement and Advanced Placement programs. Additional information regarding Gifted and Talented opportunities are available through the district's Advanced Academics Program Coordinator.

Special Education

Special Education Graduation Requirements

Graduation requirements vary depending upon the year that the student entered ninth grade. Make sure to take the ninth grade entry date into consideration when determining the student's graduation option (for specifics, see Graduation Options for Students with Disabilities Entering Ninth Grade Beginning 2014–15 or Graduation Options for Students with Disabilities Entering Ninth Grade Before 2011–2012 on the TEA website.)

It should be noted that students receiving special education services are no longer permitted to be exempted from the state assessment program and must take the assessment instrument that the ARD/IEP Committee has determined is appropriate. Information regarding the state assessment instrument and the alternate assessment instruments is available on the TEA website.

A student who is dismissed from special education services must perform satisfactorily on the required state assessment, as only students receiving special education are eligible to participate in the Online and Alternate with accommodations version of the assessments.

Special Education Graduation Requirements Cont.

ARD/IEP Committees should carefully consider whether a student is capable of passing the statewide exit-level assessment before dismissing the student from special education services.

An ARD/IEP Committee should have confidence that a student who is dismissed from special education will be able to successfully complete all of the requirements for high school graduation, including satisfactory performance on the statewide exit-level assessment.

The state's goal is that all Texas children finish high school with the skills designed to meet their unique needs and prepare them for further education, employment, and independent living. Because graduation is a change of placement, the ARD/IEP Committee decides whether a student has met graduation criteria.

Graduation ends the school's obligation to provide services to the student with the exception of graduation under Option (b)(3) (Option C).

When a student graduates under Option (b)(3)(Option C), the ARD committee will determine needed educational services upon the request of the student or parent(s) to resume services, as long as the student meets the age eligibility requirements.

Under this option an evaluation is not required, but the school must give the student a summary of performance to include an evaluation or Review of Existing Evaluation Data (REED).

A student receiving special education services who is 21 on September 1 of a school year will be eligible for services through the end of that school year or until graduation, whichever comes first. The student who graduates due to aging out and meeting his or her IEP requirements must be given a summary of performance.

The following courses are specifically offered within the Special Education Program

Community Based Vocational Instruction (CBVI) I–IV

Prerequisite: Committee Recommendation

Community Based Vocational Instruction is a sequential program that allows students to participate in a variety of work experiences throughout their community.

Occupational Preparation I–IV

Prerequisite: Committee Recommendation

Introductory course to help students acquire the necessary skills to follow directions, develop responsibility, and demonstrate appropriate social skills needed in a work setting.

Vocational experience Work Program (VOCEX) I–IV

Prerequisite: Committee Recommendation, 16 years of age and of junior or senior status

The Vocational Experience Work Program is an instructional arrangement that provides special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the students IEP 19TAC589.63©(9). The VOCEX program is designed in conjunction with the student's transition goals in mind and only after the school district's career and technology classes have been considered and determined inappropriate.

Consumer Social Skills I–IV

Prerequisite: Committee Recommendation

This course is designed to develop basic social skills needed for social success in interpersonal situation. Coursework and assessments are based on alternate academic standards that are pre-requisite skills linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Consumer Vocational Skills I–IV

Prerequisite: Committee Recommendation

This course is designed to provide hands on experiences to develop skills related to a variety of vocational options. Coursework and assessments are based on alternate academic standards that are pre-requisite skills linked to the grade level Texas Essential and Skills (TEKS) and individualized per student need.

Section 5

College Planning

College Planning

Set Goals
Think ahead about college and career options. Talk to your teachers and counselors about taking college preparatory courses.

Be an active learner
Go with your parent to museums, art galleries, musicals and theater events. Watch educational TV programs and limit the time you play video games.

Read, Read, Read! – Read for pleasure, read to learn!
Read novels, non-fiction books, magazines, and newspaper articles. Borrow materials from the library regularly and explore educational websites. Ask the librarian at your school for recommended reading materials and websites that will help you learn about different colleges and careers.

Develop good academic skills
Take challenging courses. Seek help with homework from teachers and after school programs. Set up study groups. Select an endorsement plan that is aligned with your college/career interests.

Stay healthy and be active
Participate in sports, dance, etc. Eat healthy foods and limit fats, sweets and fast food. Get enough rest.

Get involved in extracurricular activities
Perform community services through school organizations or community organizations. Join clubs in your areas of interest.

Start saving money now!
It is never too early to start saving for your future.

Top Ten Things Colleges Look for in a High School Student:

1. A rigorous high school curriculum that challenges the student. A challenging curriculum includes Pre-AP, AP, and/or Dual Credit courses. A student preparing for college will take the most rigorous courses available.

2. A competitive, strong GPA and class ranking. Grades should reflect a student's maximum effort. Slightly lower grades in a rigorous program are preferred to all A's in less challenging coursework.

3. Competitive scores on standardized tests (SAT and ACT). Scores on these tests should meet or exceed the admissions requirements for the student's preferred college or university.

4. Involvement in campus and community activities, demonstrating leadership and initiative. Colleges look for applicants who demonstrate a commitment to activities.

5. Involvement in community services activities. Activities should demonstrate concern for other people and a global view.

6. Work and non-school related experiences (including summer activities) that illustrate responsibility, dedication, and development of areas of interest. A job or other meaningful use of free time can demonstrate maturity.

7. A well-written essay that provides insight into the student's unique personality, values, and goals. The application essay should be thoughtful and personal. It should demonstrate careful and well-constructed writing.

8. Letters of recommendation from teachers and guidance counselors that provide evidence of integrity, special skills, and positive character traits, and recommendations by adults who have had significant direct contact with the student. Students should request recommendations from teachers who know them well and are familiar with their character and work ethic. Letters from coaches, supervisors in long-term work or volunteer activities are valuable. Recommendation letters from friends or family members should not be used.

9. Anything special that makes the student stand out from the rest of the applicants! Special talents that will contribute to the college's student life program are desirable. Colleges want to know what you intend to bring to campus, as well as what you will gain from the college experience.

10. An insightful, well-planned application that is submitted by the college's application deadline.

College/University Testing Information

Colleges require a college entrance exam score. There are two exams—the ACT and the SAT—and most colleges accept both. Make sure you check the testing requirements for your college of choice. Some colleges do not require ACT or SAT scores (ex. San Jacinto College).

You must decide which test would be best for you. The option is yours, as colleges use the results from either test in the same way, for admission, talent identification, university scholarships, and academic advising.

SAT

The SAT is developed by the College Board (www.collegeboard.org or www.sat.org) to assess high school students' readiness for college-level work. The examination is generally administered seven times a year. Students can choose to take the test multiple times. The SAT scores range on a scale from 400 to 1600.

The format of the SAT is as follows:

- Overall testing time: 3 hours plus 50 minutes for optional essay
- The redesigned SAT consists of four sections: Reading, Writing and Language, Math, and an optional essay. Most colleges require the essay.

To help you prepare for the SAT, see your high school counselor or College Now Coordinator for prep classes that are offered on your high school campus.

Register online at www.collegeboard.org or by mail. See your school counselor or College Now coordinator for registration materials.

2020–2021 SAT Test Dates (Registration Dates TBA)

SAT Date	Test(s) Given	Registration Deadline	Late Registration Deadline
March 14, 2020	SAT Test	February 13, 2020	February 24, 2020
May 2, 2020	SAT & Subject Tests	April 2, 2020	April 20, 2020
June 6, 2020	SAT & Subject Tests	May 6, 2020	May 23, 2020
August 29, 2020	SAT & Subject Tests	July 29, 2020	August 16, 2020
October 3, 2020	SAT & Subject Tests	September 3, 2020	September 20, 2020
November 7, 2020	SAT & Subject Tests	October 7, 2020	October 25, 2020
December 5, 2020	SAT & Subject Tests	November 5, 2020	November 23, 2020
March 13, 2021	SAT Test	February 12, 2021	February 23, 2021
May 8, 2021	SAT & Subject Tests	April 8, 2021	April 26, 2021
June 5, 2021	SAT & Subject Tests	May 5, 2021	May 22, 2021

Local SAT Test Centers

Location	Address	Test Center Number
Pasadena High School	206 South Shaver	44-664
Sam Rayburn High School	2121 Cherrybrook Lane	44-696
South Houston High School	3820 South Shaver	44-840
J. Frank Dobie High School	10220 Blackhawk Blvd.	44-519
Pasadena Memorial High School	4410 Crenshaw	44-567
San Jacinto College – Central Campus	8060 Spencer Highway	44-695
San Jacinto College – South Campus	13735 Beamer Road	44-478

ACT

The ACT Assessment is designed by ACT, Inc. (www.act.org) to assess high school students' general education development and their ability to complete college level work. The test is generally administered seven times a year. Students can choose to take the test multiple times. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning. The score for each section ranges from 1 to 36.

The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 40 minutes to complete with essay. The questions on the ACT Assessment are related to high school courses in English, Mathematics, and Science. The ACT also provides test takers with an interest inventory that provides information for career and educational planning and a student profile section that provides a comprehensive profile of the test taker's work in high school and future plans.

There is a 40-minute Writing Test as an optional component to the ACT Assessment. Students decide whether to take the Writing Test based on the requirements of the college or university they are considering. Most colleges require the essay.

2020-2021 ACT Test Dates (Registrations Dates TBA)

ACT Date	Registration Deadline	Late Registration Deadline
February 8, 2020	January 10, 2020	January 17, 2020
April 4, 2020	February 28, 2020	March 13, 2020
June 13, 2020	May 8, 2020	May 22, 2020
July 18, 2020	June 19, 2020	June 26, 2020
September 5, 2020	July 31, 2020	August 14, 2020
October 24, 2020	September 18, 2020	October 2, 2020
December 5, 2020	October 30, 2020	November 13, 2020
February 6, 2021	January 8, 2021	January 16, 2021

Local ACT Test Centers

Location	Address	Test Center #
Sam Rayburn High School	2121 Cherrybrook Lane	204610
San Jacinto College – Central Campus	8060 Spencer Highway	041670
J. Frank Dobie High School	10220 Blackhawk Blvd.	219230

Students can register online at www.actstudent.org or by mail. See your school counselor or College Now coordinator for registration materials.

Texas Success Initiative

All students accepted to a Texas public college or university must be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption.

A student who fails to meet the minimum passing standard on one or all parts of a Texas Success Initiative (TSI) exam must enroll in an appropriate developmental education course before the student may enroll in a credit bearing course for the subject in which he/she did not meet the standards. A student may retake the exam to determine readiness to perform college freshman level academic coursework.

A student may be exempt from the assessment requirement if he/she meets one of the following standards:

Exam Type	Minimum Scores for Reading & Writing Based Classes	Minimum Scores for Math Based Classes
ACT	English: 19 Composite: 23	Math: 19 Composite: 23
SAT	EBRW: 480	Math: 530
PLAN *	English: 19 Composite: 23	Math: 19 Composite: 23
PSAT *	EBRW: 460	Math: 510
STAAR EOC EXAMS *	English II Reading/Writing: 4000	Algebra I EOC: 4000 and C or better in Algebra II

*Dual Credit Eligibility Only

For further information about required testing, contact either the testing office or the advising office at the Texas college or university you currently plan to attend.

College Board AP Exam

Schedule May 2019

Week 1	Morning 8:00 AM	Afternoon 12:00 PM
Monday May 6	- United States Government and Politics	- Chinese Language and Culture - Environmental Science
Tuesday May 7	- Seminar - Spanish Language and Culture	- Japanese Language and Culture - Physics 1: Algebra Based
Wednesday May 8	- English Literature and Composition	- European History - French Language and Culture
Thursday May 9	- Chemistry - Spanish Literature and Culture	- German Language and Culture - Psychology
Friday May 10	- United States History	- Computer Science Principles Physics 2: Algebra-Based
	Studio Art – The last day for coordinators to submit digital portfolios (by 8:00 PM EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students' completed digital portfolios to coordinators before this date.	

Week 2	Morning 8:00 AM	Afternoon 12:00 PM	Afternoon 2:00 PM
Monday May 13	- Biology	- Physics C: Mechanics	- Physics C: Electricity and Magnetism
Tuesday May 14	- Calculus AB - Calculus BC	- Art History - Human Geography	
Wednesday May 15	- English Language & Composition	- Italian Language & Culture - Macroeconomics	
Thursday May 16	- Comparative Government & Politics - World History	- Statistics	
Friday May 17	- Microeconomics - Music Theory	- Computer Science A - Latin	

Top 10% Admissions Policy

House Bill 588, passed by the 75th Legislature in 1997, states that students who are in the top ten percent (10%) of their graduating class are eligible for automatic admission to any public college or university in Texas. Some institutions may also automatically admit students who are in the top twenty-five (25%) of their class.

To be eligible for the top ten percent (10%) automatic admission, a student must:

- Graduate in the top ten percent (10%) of his/her class at a public or private high school in Texas
- Complete the Distinguished Level of Achievement Program.
- Enroll in a college no more than two years after graduating from high school; and
- Submit an application to a Texas public college or university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline.

High school rank for students seeking automatic admission is determined and reported as follows:

- Class rank shall be based on the end of the 11th grade, middle of the 12th grade or at high school graduation, whichever is most recent at the application deadline.
- The top 10% of a high school class shall not contain more than 10% of the total class size
- The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number of total class size.
- Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

Once a student is admitted, the college or university may review the student's high school records to determine if the student is prepared for college-level course work. A student who needs additional preparation may be required to take a developmental, enrichment or orientation course during the semester prior to the first semester of college.

Each university is required to publish in its catalog the alternate factors it considers in making admission decisions. Consult the college or university in which you are interested for details about admissions criteria for students who are not in the top ten percent (10%).

*****University of Texas – Modifications to Texas' Automatic Admission Law***

SB 175 passed by the 81st Legislature in the spring of 2009, modifies the automatic admission program for the University of Texas at Austin. Under the new law:

- Summer/Fall 2019 applicants must have a class rank in the top 6% to be automatically admitted.
- Summer/Fall 2020 applicants must have a class rank in the top 6% to be automatically admitted.
- The University will automatically admit enough students to fill 75% of available Texas resident spaces
- After automatically admitting eligible Texas applicants, the university fills any remaining spaces in the freshman class through holistic review. During this review, the Office of Admissions considers an individual applicant's academic achievement and personal achievement.

Choosing a College

There are many factors to consider when choosing a college. Some of these are below:

Type
Colleges are either privately or publicly funded. Private colleges may be religiously affiliated.

Location
Some students prefer to attend a college in or near their hometown, while others may choose to attend a college several hundred miles away. Consider travel to and from home during breaks and holidays when making this decision.

Size
Colleges vary in enrollment from 500 to over 50,000 students. Individual class sizes will vary drastically from one college to another.

Cost
Tuition at state supported schools is usually lower than at private schools. Students who attend an out-of-state public school will be charged out-of-state tuition. Consider all associated costs including tuition, fees, books, living expenses, travel and incidental costs.

Admission Requirements
Admission requirements vary widely. Most colleges review ACT and SAT scores, class rank, high school credits, rigorous courses, extracurricular activities, awards, honors, and community service. Community Colleges may or may not require ACT or SAT scores.

Accreditation
Texas colleges and universities are accredited by the Southern Association of Colleges and Schools. It assures that the school meets exacting standards in areas such as faculty resources and qualifications, intellectual climate, admissions policy, degree requirements, library and computer facilities, and financial resources.

Curriculum and Degrees Offered
All colleges do not offer the same curriculum or degrees. It is important to determine if a college offers an adequate program of instruction in the area in which a student intends to major. Community colleges offer the introductory courses which will transfer to most four-year colleges. If planning to attend a community college, the student needs to correlate his/her program of study with the requirements of the college to which he/she plans to transfer.

Transfer of Credits
Colleges may give credit for courses taken at other approved institutions. Check with the college to determine which credits will transfer.

Honors Programs
Some colleges offer an honors track which leads to an honors designation at graduation. For the highly motivated students, this should certainly be a consideration.

Campus Facilities
Colleges should have adequate classrooms, laboratories, library, academic computer facilities, dormitories, and a student activity center. Plan a campus visit and allow ample time to tour all facilities.

Financial Aid
There are various sources of financial aid available for college students in the form of grants, loans, scholarships and work study programs. Students should contact the Office of Financial Aid at the college for more information.

Extracurricular Activities
Make the most of your college experience by getting involved on campus. Balance academic work with extracurricular activities. Colleges have a variety of extracurricular activities available on campus. Visit the college's website for more information.

Employment Opportunities
Most colleges have a Career Placement Office which is designed to help graduating seniors obtain jobs. Students are encouraged to visit this office and find out the numbers and types of employers who recruit on that particular campus.

College Visits

Follow the guidelines below to make the most of a college visit.

Visit Early

Visiting colleges during the 9th, 10th and 11th grade year will allow plenty of time to make a decision about which colleges will be a good fit for you.

Schedule the visit

Call ahead and schedule the visit through the admissions office. Many colleges have pre-arranged tours and will accommodate families visiting the campus. This is one of the best ways to get information about admissions, financial aid, and campus opportunities.

Spend the night

If possible, plan to stay in the area and become familiar with the town and local attractions. Many colleges offer overnight experiences for prospective students.

Visit when classes are in session

It is hard to get a true picture of life on campus when there are no students attending classes. Visit during times when it is possible to see students, observe a class in session, and talk to people on campus about college life.

Prepare questions

Make a list of questions to ask the admissions officer, financial aid representative, college major advisor, and other campus staff that will be available during the visit. If staff members are not available during the visit for questions, request their contact information so that they can be contacted later.

After the visit

Make notes and compare colleges to finalize your college application list.

Virtual tours

If making a college visit is not possible, search the college website or internet for virtual tours offered.

College-Bound Student Athletes

To play a sport in most colleges/universities, you must register with the NCAA Clearinghouse and meet its requirements regarding course load, GPA and standardized test scores. If you do not register, you will lose your college freshman year of eligibility.

You should register with the NCAA Eligibility Center at the beginning of your high school junior year. The registration fee is $80.00. At the end of second semester of your junior year, you should request from the registrar a transcript to be sent to the NCAA Eligibility Center. Be sure to have your SAT and/or ACT scores forwarded directly to the NCAA Eligibility Center (by using code "9999" when registering for the exam).

Below is the Clearinghouse's guideline for required courses by division.

Students wanting to participate in a Division I athletic program must:

- **Graduate from high school with the following 16 core courses completed:**
  - *4 years of English*
  - *3 years of math (Algebra 1 or higher)*
  - *2 years of natural or physical science (including one lab science)*
  - *1 extra year of English, math, natural or physical science*
  - *2 years of social science*
  - *4 years of extra core courses (from any category above, or foreign language)*
- **Earn a 2.3 GPA or better in core courses**
- **Earn a combined SAT or ACT sum score that matches your core course GPA on the NCAA sliding scale.**
  (To find your minimum GPA, required SAT or ACT scores and the NCAA sliding scale, talk with your guidance counselor or check out www.ncaaclearinghouse.net.)

Students wanting to participate in a Division II athletic program must:

- **Graduate from high school with the following 16 core courses completed:**
  - *3 years of English*
  - *2 years of math (Algebra 1 or higher)*
  - *2 years of natural or physical science (including one lab science)*
  - *3 additional years of English, math, or natural or physical science*
  - *2 years of social science*
  - *2 additional years of English, math, or natural or physical science*
  - *4 years of extra core courses (from any category above, or foreign language)*
- **Earn a 2.2 GPA or better in your core courses**
- **Earn a combined SAT score of 820 or ACT sum score of 68.**

Students interested in participating in a Division III athletic program:

Division III member colleges do not use the NCAA Initial-Eligibility Clearinghouse. Contact individual Division III colleges regarding their policies on financial aid, practice and competition. Division III schools do not offer athletic scholarships, but offer financial aid to qualified athletes.

NCAA web resources:

NCAA Eligibility Center
www.eligibilitycenter.org
Click the link to enter for "NCAA College-Bound Student-Athletes"
Click "Resources" at the top of the web page
Click "U. S. Students"
Select the resource you need.

Additional Athletic Options

The following organizations have three divisions similar to the NCAA, and colleges that are members may also offer athletic scholarships:

National Association of Intercollegiate Athletics (NAIA)
Members are four year institutions and their website is www.naia.org

National Junior College Athletic Association (NJCAA)
Members are two year colleges awarding Associate's degrees and their website is www.njcaa.org

College Admissions Glossary

High school students will take several tests prior to applying and becoming admitted to college. Some tests such as the ACT, SAT, and SAT Subject Tests are used primarily for admissions and scholarship purposes. The PSAT/NMSQT is used for scholarship purposes and to prepare for the admissions tests. TSIA is used to determine placement in college courses. CLEP and AP allow students to receive college credit through testing.

ACT:

A timed exam used for college entrance and scholarship eligibility purposes that tests the skills required for success in college and beyond. The test measures skills in English, mathematics, reading, science, and writing. The ACT should be taken during the spring semester of the 11th grade year and/or early in the 12th grade year.

Admission Requirements:

Minimum requirements determined by the college to admit student applicants for admission. Admission requirements usually include test scores (SAT or ACT), class rank, and GPA.

Advanced Placement (AP):

A program that provides high school students the opportunity to experience learning at the college level. Courses are offered in a wide variety of subjects. Students may obtain college credit based upon successful performance on a CollegeBoard AP exam at the end of the course. Each college will designate the score required to earn college credit for that individual institution.

Application:

The process by which individuals apply to gain entry into a college or university. Although specific details vary by college or university, applications generally require basic background information of the applicant, such as family background, and academic or qualifying exam details such as grade point average in high school and standardized test scores. Most colleges require general academic and personal information, while others also require essays, recommendations, and other detailed information. The majority of applications can be completed electronically and many will require a processing fee.

Apply Texas:

The location for both Texas and non-Texas students to apply all public and some private postsecondary institutions in Texas. Students may also copy a submitted application to another institution, submit application essays online, apply for scholarships from participating universities, and search for and view both general and university specific information. See the website www.applytexas.org for more information.

Campus Visit:

Students are encouraged to visit the college campuses they are considering. Many campuses have planned visitations and tours for students and parents that can be scheduled through the Office of Admissions. Some campuses offer virtual tours for students who are not able to travel for campus visits.

CLEP:

Tests offered in introductory college-level subjects that give students an opportunity to earn college credit with a passing score.

Common Application:

Generic applications that are accepted at a wide variety of colleges and universities. Apply Texas is accepted at all Texas public colleges and universities. The Common Application is accepted at many private and/or out-of-state institutions.

Coalition for College
The Coalition is a diverse group of more than 140 distinguished colleges and universities that is committed to making college a reality for all high school students through a set of free online college planning tools that helps students learn about, prepare for, and apply to college.

Dual Credit:
Students have the opportunity to enroll in college courses while still in high school. Upon successful completion of the course, credit is awarded on both the college and the high school transcripts.

Early Action and Early Decision:
These plans allow a student to apply to a college earlier than the regular deadline, usually in November. The student will then receive a notification letter from the college prior to the regular spring notification date. Early Action is not binding and a student may wait to receive notification from other colleges before making the commitment to attend. Early Decision is binding and a student must commit to attend the college if accepted. A student may only apply Early Decision to one college or university.

FAFSA (Free Application for Federal Student Aid):
The application that is required for all students seeking financial aid. This form should be completed beginning October 1 of the student's 12th grade/senior year, prior to the January 15th deadline for state grants, and as early as possible for federal grants. Information about family income, assets and expenses are required to determine the possible financial contribution from the family and the financial awards a student may receive.

GPA (Grade Point Average):
A ratio comparing a student's numeric grades and the number of courses he/she has attempted in high school. GPA is used to determine class rank for all students.

Grant:
Financial aid for college that does not have to be repaid. Aid can be in the form of private or public (federal or state) funds.

Holistic Review:
Admissions process used by some colleges where all aspects of a student are reviewed for admission purposes. The review includes class rank, GPA, rigorous coursework, community service, extracurricular activities, extenuating or unusual circumstances.

Housing:
Campus living quarters for college students. The location where a student will reside during college. Housing deposits are paid upon acceptance to the college to reserve a room at a campus location such as a dormitory or other university housing. Some universities require incoming freshman live on campus. Room and board refers to expenses related to housing and food.

Loan:
Financial aid for college that has to be repaid, usually with interest. Loans can be in the form of private or public (federal or state) funds.

NAIA:
The NAIA (National Association of Intercollegiate Athletics consists of 300 schools and 13 sports. The NAIA is a smaller association than the NCAA, with just over 60,000 students. It includes two divisions (Division I and II) and Division I in the NAIA is comparable to Division II in the NCAA. Over 90% of schools in the NAIA offer scholarships, and NAIA athletes receive an average of $7000 of financial aid.

NCAA:
The National Collegiate Athletic Association is an organization comprised of colleges and universities that are divided into three divisions which are classified by the number of sports that are offered by the institution. The NCAA

serves as a rule-making and governing body that ensures the protection and academic achievement of student athletes. A student who desires to play sports at a Division I, II, or III college or university must register with the NCAA.

Pell Grant:

Federal financial aid that is determined by the student's financial need. This aid does not require repayment.

PSAT/NMSQT:

PSAT/NMSQT: A timed standardized test given only in October. The PSAT may be taken as a 9th or 10th grader for practice, and when taken as an 11th grader it will allow the student to participate in the National Merit Scholarship Program. The test measures critical reading skills, math problem solving skills and writing skills. It may also be used as a dual credit indicator.

QuestBridge:

A program designed to increase the percentage of talented low-income students attending the nation's best universities. It provides a single, internet-based meeting point which links exceptional students with colleges, scholarship providers, enrichment programs, employers, and organizations seeking students who have excelled despite obstacles. Students must register on the website www.questbridge.org.

Recommendation:

Letters written by teachers, counselors, coaches, work supervisors, or other adults who can attest to the academic ability and general character of a student. Students should allow ample time for references to complete letters of recommendation. Letters are usually sent directly to the requesting college or committee.

SAT:

A timed exam used for college entrance and scholarship eligibility purposes that tests the skills required for success in college and beyond. The test measures critical reading skills, math problem solving skills, and writing skills. The SAT should be taken during the spring semester of the 11th grade year and/or early in the 12th grade year.

SAT Subject Tests:

One-hour long content-based tests that give students an opportunity to highlight their academic background and ability in subjects such as math, science, history, literature, & languages.

Scholarship:

Financial aid for college that does not have to be repaid. Funds are usually from private or college/university based sources. Many scholarships are based on financial need, academic achievement, and/or special abilities.

TASFA (Texas Application for State Financial Aid):

Foreign students or students who are not US-citizens, may be eligible to be classified as a Texas resident for tuition purposes. If so, these students may also be eligible to receive state financial aid. To apply for state financial aid as a House Bill 1403/Senate Bill 1528 eligible student, contact the college or university financial aid department about the required forms.

Transcript:

An official record of all coursework completed during high school. An official transcript is required for college admission. Transcripts may be obtained from the school registrar.

TSIA:

Texas Success Initiative Assessment is the placement test required by all Texas public colleges, universities, and community colleges.

Work Study:

Federal work program that allows a student to work part-time on campus and use those funds to directly pay for university expenses.

Helpful Websites & Resources

Your College Now Coordinator and counselor are your best resources to help you plan and prepare for college. Get to know your counselor so that he or she can help you navigate the college application process. The following resources can also help you to plan for college.

Websites:

Admissions Testing

- www.act.org
- www.collegeboard.org
- www.sat.org

Research & Planning for College

- www.collegeforalltexans.com
- www.youvisit.com
- www.youniversity.com
- www.campusexplorer.com
- www.ownyourownfuture.com
- www.YCG.org
- www.collegeweeklive.com
- www.aie.org *(Adventures in Education)*
- *www.NAIA.org*
- www.NCAA.org
- www.bigfuture.collegeboard.org
- www.texasoncourse.org

Applying for College

- www.commonapp.org
- www.applytexas.org
- www.questbridge.org
- www.coalitionforcollegeaccess.org

Financial Aid

- www.fafsa.ed.gov
- www.finaid.org
- www.fastweb.com
- www.studentaid.ed.gov

College Related Apps

Many colleges have an app for their institution. Simply search by college or university name to find them. Some of the apps below can be used for college planning and test preparation.

- The College Board
  – The Official SAT Question of the Day
- Khan Academy
- SAT UP
- Allen SAT
- ACE the SAT
- Mobile University *(College & Scholarship Search)*
- The Princeton Review *(SAT Vocab.Challenge)*
- ACT Student *(ACT test practice)*
- ACT College Search
- ACT UP
- Texas Reality Check *(financial planning)*
- College 101 Freshman Tips
- StudyBlue
- iStudiezPro
- CollegePlan
- RefMe
- Itranslate
- Wordlens

Print Resources

"Countdown to College: 21 To Do Lists for High School" by Valerie Pierce and Cheryl Rilly
"From Here to Freshman Year" by Kaplan
"The Everything College Major Test Book" by Burton Jay Nadler
"Book of Majors" by College Board
"The Complete Book of Colleges" by The Princeton Review
"Profiles of American Colleges" by Barron's
"Colleges That Change Lives" by Loren Pope
"Crash Course for the ACT" by Princeton Review
"Crash Course for the SAT" by Princeton Review

College Checklist

For Intermediate Students

GRADE 7

_____ Consult with 7th grade counselor and teachers for appropriate course selections.

_____ Choose the most appropriate graduation plan for your post-high school graduation plans.

_____ Attend student/parent information sessions for high school/college planning.

_____ Complete your 7th grade KUDER and four year graduation plan.

GRADE 8

_____ Consult with 8th grade counselor and teachers for appropriate course selections.

_____ Choose the most appropriate graduation plan for your post-high school graduation plans.

_____ Attend student/parent information sessions for high school/college planning, especially if you are considering applying to Early College High School or Career and Technical High School.

_____ Take the CBE (Credit by Exam) for foreign language if applicable.

_____ Enroll in high school credit course while in the 8th grade (see your 8th grade counselor).

_____ Complete your 8th grade KUDER and four year graduation plan.

_____ Students with disabilities please bring your career interests from KUDER and four year graduation plan to your ARD meeting to provide information on your transition plan.

_____ Register for summer school courses if applicable (see your 8th grade counselor).

_____ Attend any functions open to you at your future high school to become familiar with campus.

_____ Take PSAT test.

College Checklist

For Freshman Students

GRADE 9 - Freshman Year

Fall Semester

_____ Get to know your counselor.
_____ Discuss your high school program of studies with your parents.
_____ Consider taking advanced level coursework.
_____ Begin building your high school transcript.
_____ Check out textbooks.
_____ Attend Freshman Night with your parents.
_____ Begin participating and recording volunteer/community service hours.
_____ Begin researching career choices and the educational requirements of each.
_____ Develop good study habits.
_____ Recognize the importance of attendance.
_____ Develop an understanding of credit requirements for graduation.
_____ Participate in a variety of extra-curricular activities. (sports, clubs, UIL)
_____ Discuss your career pathway with your counselor.
_____ Attend the annual district wide College Fair with your parents.
_____ Take PSAT test
_____ Remember your high school GPA starts in 9th grade, so focus on your academics.

Spring Semester

_____Create an account on www.collegeboard.org
_____ Link your PSAT scores to your Khan Academy account for personalized prep for your next PSAT.
_____ Review college materials available in the college center.
_____ Research at least 5 schools / colleges of interest and identify entrance requirements.
_____ Visit military recruiters if interested in a career in the military.
_____ Discuss credit or grade recovery with your counselor if you have less than 3.5 credits.
_____ Discuss options for your 10th grade classes with your counselor.
_____ Visit with college representatives as they visit your campus.
_____ Consider classes for summer school program.
_____Attend tutoring for EOC testing if necessary.

College Checklist

For Sophomore Students

August/September

_____ Check credits to make sure you are on schedule for graduation requirements.
_____ Get to know your high school counselor.
_____ Continue to take the most challenging courses that you can.
_____ Become involved in school- or community-based extracurricular (before or after school) activities that interest you and enable you to explore career interests.

_____ Review for the PSAT/NMSQT. Study the PSAT/NMSQT Student Bulletin & practice tests.

_____ Visit www.collegeboard.com for additional study aids and review materials.

October/Novevember

_____ Take the PSAT.
_____ Attend the annual district-wide college fair.

December/January

_____ Study your PSAT/NMSQT score report. Link your PSAT scores to your Khan Academy account.
_____ Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college credit through Dual Credit/College Now or Advanced Placement (College Board Advanced Placement Testing).
_____ Create an account on www.Fastweb.com to view scholarships available to students of any grade level.
_____ Apply for College Board opportunity scholarship.

Throughout the Year

_____ Maintain good grades.
_____ Choose 11th grade courses wisely.
_____ Explore opportunities for dual credit enrollment.
_____ Explore college websites to view college admission requirements and to look at majors/extracurricular activities that different colleges offer.
_____ "Job Shadow" - Talk to adults in a variety of professions to determine what they like and dislike about their jobs and the education needed for each type of job.
_____ Explore careers and job opportunities in those careers.
_____ Investigate costs of various college programs.
_____ Continue to save for college.
_____ Attend career information events to get a more detailed look at career options. Document community service participation.
_____ Plan to use your summer wisely: Work, volunteer, or take a summer course.

College Checklist

For Junior Students

August/September

_____ Review your high school course work and credits with your counselor.

_____ Consider graduating on the highest graduation program – the Distinguished Level of Achievement Program.

_____ Remember colleges are looking for the following: Challenging coursework
Strong GPA – keep your grades up!
Involvement in extracurricular activities – join a club, be a leader!

_____ Prepare for the PSAT/NMSQT - this is your National Merit Qualifying year!

October/November

_____ Go to www.fafsa4caster.ed.gov to get an idea of the financial assistance for which you might qualify.

_____ Begin working on your resume and keep a list of your awards, extracurricular activities, work experience, and other important information concerning your high school years.

_____ Make a list of your abilities, preferences, and personal qualities. Start a list of majors you might want to study in college.

_____ Put together a list of at least six colleges you are interested in and that offer the major you are considering. Try the college matcher at www.collegeboard.org.

_____ Talk to your parents about where you want to go to college and careers that interest you.

_____ Register for PSAT preparation courses offered on your campus.

_____ Take the PSAT/NMSQT in October.

_____ Attend the Pasadena ISD College Fair.

_____ Attend Saturday College previews and open houses with your parents.

December/January/February

_____ Narrow down the list of colleges you plan to apply to and familiarize yourself with their admissions requirements.

_____ If you plan to apply for a ROTC scholarship or admission to a military service academy, contact them for application packets.

_____ Look for volunteer or internship opportunities in career fields that interest you.

_____ Link your PSAT scores to Khan Academy for personalized prep for the SAT.

College Checklist

For Junior Students cont.

March/April/May

_____ Register and study for the SAT and/or ACT exams. Take an SAT prep course or sign up with Khan Academy for free online SAT prep. There are also many useful apps available that offer SAT and ACT test preparation.

_____ Plan College visits for spring break. Make a list of questions to ask when you visit college campuses.

_____ Start applying for scholarships. Check in the counselor's office or college room for scholarship opportunities.

_____ Register for senior classes. Consider opportunities for dual credit or advanced placement. Check credits to make sure you are on schedule for graduation requirements.

_____ Attend Rising Senior Night and/or college informational meetings at your campus. Take any AP exams you have registered for.

_____ Take the TSI-A college placement exam.

June/July

_____ Consider a summer job that might be related to your career interests.

_____ Look for volunteer opportunities. Ask your counselor about the number of volunteer hours required for a cord or pin for graduation.

_____ Save money, if possible, to help pay for senior year expenses and college costs.

_____ Visit colleges and participate in PISD summer programs.

_____ Check college websites to obtain information about admission requirements, deadlines, financial aid information, and specific information about the major you are considering. Make a list of persons who you will ask to write a letter of recommendation for you.

_____ If you are aiming to increase your SAT or ACT test score, continue test prep so that you can retake the test in the summer or fall and improve your score.

_____ Work on college essays.

_____ July 1st - ApplyTexas.org and CommonApp.org open. Start working on your college application.

College Checklist

For Senior Students

August/September

_____ Visit your campus college room to work on college application.
_____ Reapply for the Free/Reduced Lunch program so you can be eligible for SAT, ACT, and college application fee waivers.
_____ Start your college applications on July 1st @ www.applytexas.org for Texas colleges or www.commonapp.org for holistic review colleges. To complete your college application, you must also send a transcript and your SAT/ACT scores.
_____ If you did not take an SAT or ACT last year, register for the first test this year.
_____ Prospective college athletes need to register for the NCAA Clearinghouse at www.eligibilitycenter.org.
_____ Practice for the SAT using your PSAT results from your "College Board/Khan Academy" page or take a test prep session that is being offered on your campus.
_____ Visit college websites to find who your local college rep is and make contact!
_____ Make a list of colleges and/or schools you would like to attend & check their web sites for Information on visits, Admissions, Housing and Financial Aid.
_____ Check your campus website or college room for the senior scholarship bulletin & apply!
_____ Stay involved in clubs and organizations; seek leadership roles.
_____ Document all community service and turn it in to be put in your campus tracker system.
_____ Consider a job shadow experience with someone in a career field that interests you.
_____ Keep copies of all documents submitted for college applications and/or scholarships

October/November

_____ Create an FSAID to use as your FAFSA log-in and signature.
_____ Submit FAFSA and other Financial Aid Forms ASAP!! FAFSA/TASFA applications should be submitted by January 15 to be eligible for state grants & aid.
_____ Retake the SAT or the ACT tests for scholarships/admissions if necessary.
_____ Check your email frequently; universities will correspond mostly via email.
_____ Visit websites and/or download apps for college deadlines and scholarship opportunities.
_____ Set a goal to submit your college applications before Thanksgiving; some universities have deadlines as early as October 15th.
_____ Remember to submit your official transcript through the registrar's office. Remember to send your test scores directly to your colleges from College Board and ACTstudent.
_____ Secure letters of recommendation if needed – provide your resume' to recommenders. Attend the PISD College Fair event to meet with your college representatives.
_____ Check your email for important information from your college. Be certain that you have completed ALL required forms, etc. for your colleges!
_____ Set up all college accounts and/or portals.
_____ Visit with college students on all holiday breaks; ask them for advice about how to have a successful first year of college.

College Checklist

For Senior Students cont.

December

_____ Continue to submit any college admissions & scholarship applications – double check deadlines.
_____ Check out the FAFSA website for required financial information @ www.fafsa.ed.gov.
_____ Attend district financial aid nights with your parents for assistance with the FAFSA/TASFA.
_____ Check your email frequently for important information from your college.
_____ Visit with college students on all holiday breaks; ask them for advice about how to have a successful first year of college.
_____ Check for your Student Aid Report (SAR) results from your FAFSA, make any corrections, if necessary, and return it ASAP!

January/February

_____ Research and apply for scholarships. Refer to your Senior Bulletins for details.
_____ Update colleges with any new information & complete Housing forms and Housing deposits to the college you will attend, if staying in campus housing.
_____ Make contact and communicate regularly with your financial aid/admissions advisors for the colleges you are seriously considering to make sure your file is complete.
_____ Check your email address for important information from your college.
_____ Top 10% students MUST complete all FAFSA documents by January 15 to be eligible for the state Top 10% financial award.

March/April/May

_____ Sign your financial aid Award Letter for the college you will attend.
_____ Continue to apply for scholarships to help close any financial "gaps" you might still have.
_____ Register for AP tests you plan to take.
_____ Carefully evaluate all admission and financial aid award letters and choose your college.
_____ Notify the college you plan to attend no later than May 1st and register for new student orientation.
_____ Send any required deposits to your chosen college.
_____ Notify the registrar about where to send your final transcript.
_____ Check your email frequently for important information from your college.
_____ Take TSI-A if needed.

June

_____ GRADUATE!!
_____ Check your email frequently for important information from your college.
_____ Have any AP scores or Dual Credit transcripts sent to your college.
_____ Register for and attend orientation for your chosen college as early in the summer as possible.
_____ Register for your classes & begin your college dream…GOOD LUCK!!

Sample Resume

Your Name
Your Street Address
Your City, State, Zip Code
Your Phone Number and/or Your Email Address

EDUCATION
Senior at: School Name
GPA: 5.9959
Class Rank: 1 out of 750

SCHOOL ACTIVITIES
National Honor Society, Member 2 Years
Class President, Senior Year
Class Vice-President, Junior Year
Basketball, 3 Year Letterman, Team Captain Senior Year
Spanish Club, Member 4 Years
Key Club, Member 4 Years
Art Club, Member 4 Years

AWARDS AND HONORS
National Merit Semi-finalist
Ranked in the top 10% all four years
Spanish Club Achievement Award
Eagle Scout
Pasadena Rotary Club Student of the Month
225A All District Basketball, 2 Years

LEADERSHIP EXPERIENCE
Class President
Class Vice-President
Superintendent's Student Advisory Council
Federal Reserve Bank Student Board of Directors
Student Representative on District Education Committee
Senior Prom Planning Committee

COMMUNITY AND OUTREACH ACTIVITIES
North Hispanic Youth Council, Senior Year
Church Youth Group, 5 Years
Boy Scouts of America, 10 Years

COMMUNITY SERVICE
Salvation Army Christmas Stocking Program, 4 Years
Walk for Sight Lions Club, 4 Years
Adopt a Street Program, 4 Years
308 Total Community Service Hours

WORK EXPERIENCE
McDonalds Restaurant, 18 Hours Weekly, 2 Years

www.pasadenaisd.org