

Pasadena ISD  
High School Course Selection and Registration Guide  
2014-2015

# THE JOURNEY OF A THOUSAND MILES BEGINS WITH ONE STEP...

~Lao Tzu



**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.

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 Counselor..... Jamy Lea Smith  
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713-740-0440                      Fax 713.740.4109  
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713-740-0450                      Fax 713.740.4106  
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 Counselor.....

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 3003 Dabney                      Pasadena 77502  
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 Asst. Prin ..... Jamie Lusk  
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713-740-0480                      Fax 713.740.4153  
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 Counselor..... Yady King

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713-740-0490                      Fax 713.740.4097  
 900 College Ave                  So. Houston 77587  
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 Asst. Principal..... Arnold Alanis  
 Asst. Principal..... Kristin Still  
 Counselor..... Pamela Mayfield  
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713-740-0500                      Fax 713.740.4154  
 2000 Patricia Lane              Pasadena 77502  
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 Asst. Principal..... Jennifer Anderson  
 Asst. Principal..... Joe Sink  
 Counselor..... Kristy Lewis  
 Counselor..... Mandy Wells

### Thompson Intermediate

713-740-0510                      Fax 713.740.4083  
 11309 Sagedowne Ln            Houston 77089  
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 Asst. Principal..... Holly Bailey  
 Asst. Principal..... Wayne Sanders  
 Counselor..... Prudencio Reyna  
 Counselor..... Erin Richardson

# High School Campus Administrators and Counselors

## Career and Technical High School

Tel: 713-740-5320

Fax:

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Asst. Principal.....Derek Moody  
Asst. Principal.....Chad Phillips  
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Counselor.....Tracey Balusek  
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Counselor.....Kim Voight

## J. Frank Dobie High School

Tel: 713-740-0370

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10220 Blackhawk Blvd Houston 77089

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Asst. Principal.....Melissa Allen  
Asst. Principal.....Donna Branch  
Asst. Principal.....Marcia Griffin  
Asst. Principal.....Eric Martinez  
Asst. Principal.....Stefanie McKinney  
Asst. Principal.....Tonie Noise  
Asst. Principal.....Carey Sink  
Asst. Principal.....Jorly Thomas  
Asst. Principal.....Mike Van Essen  
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Counselor.....Jennifer Haynes  
Counselor.....Steve Long  
Counselor.....Teresa Medrano  
Counselor.....Glenda Nicholson  
Counselor.....LeShunda Page  
Counselor.....Denice Smajstrla  
Counselor.....Erin Thompson  
Counselor.....Tamara Williams  
College Now.....Jennifer Johnson

## Pasadena High School

Tel: 713-740-0310

Fax: 713-740-4085

206 South Shaver Pasadena 77506

Principal.....Joe Saavedra  
PECHS Dean of Instruction.....Sheri Dennis  
Asst. Principal.....Louis Byron  
Asst. Principal.....Steven Martin  
Asst. Principal.....Erika Nations  
Asst. Principal.....Aldo Prado  
Asst. Principal.....Candace Sirlin-Pohl  
Asst. Principal.....Nicole Shuler  
Lead Counselor.....Claudia Harmon  
Counselor.....Randi Elliot  
Counselor.....Claudia Flores  
Counselor.....Pileirol Retta  
Counselor.....Rumalda Rivera  
Counselor (PECHS).....Blanca Ruiz  
Counselor.....Charlotte Young  
Counselor.....

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4410 Crenshaw

Pasadena 77504

Principal.....Dr. Angela Stallings  
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Asst. Principal.....Tish Eubanks  
Asst. Principal.....Dr. Angela Kennedy  
Asst. Principal.....Cleveland Lee  
Asst. Principal.....Jeremy Richardson  
Asst. Principal.....Jessica Swenson  
Asst. Principal.....Jon Thompson  
Lead Counselor.....Dr. Jennifer Boushley  
Counselor.....Marissa Garcia  
Counselor.....Arlene Hernandez  
Counselor.....LaKeitha Kirven  
Counselor.....Dolly Markel  
Counselor.....Jilla Peasley  
Counselor.....Laura Shannon  
College Now.....Tara Evans

## Sam Rayburn High School

Tel: 713-740-0330

Fax: 713-740-4157

2121 Cherrybrook

Pasadena 77502

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Asst. Principal.....Temeka Brown  
Asst. Principal.....Chad Cox  
Asst. Principal.....Angela Garza  
Asst. Principal.....Jatata Hutton  
Asst. Principal.....Allison Lewallen  
Asst. Principal.....Ayub Mokarzel  
Asst. Principal.....Vanessa Reyes  
Asst. Principal.....Sharla Winn  
Lead Counselor.....Heather Lambert  
Counselor.....Joshua Castro  
Counselor.....Sandra Henry  
Counselor.....Dr. Carmela James  
Counselor.....Audra Ramos  
Counselor.....Karen Villavicencio  
Counselor.....Angi Watkins  
College Now.....Sarah Carnes

## South Houston High School

Tel: 713-740-0350

Fax 713.740.4155

3820 South Shaver

South Houston 77587

Principal.....Dr. Steve Fullen  
Asst. Principal.....Paula Ballew  
Asst. Principal.....Larri Hicks  
Asst. Principal.....Bradley Luster  
Asst. Principal.....Maria Rafati  
Asst. Principal.....Richard Stallings  
Asst. Principal.....Harvey Zuniga  
Lead Counselor.....Mary Beth Alsdorf  
Counselor.....LaBryant Benjamin  
Counselor.....Kathy Bryant  
Counselor.....Sandra Nix  
Counselor.....Kayla Pickney  
Counselor.....Tanya Ramirez  
Counselor.....Matt Rosas  
College Now.....Kelly Brannan

**Tegeler Career Center**

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Asst. Principal.....Jason Clark  
Counselor.....Frances Michetich  
Counselor.....Donna Williams

**Community School**

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**The Summit (Alternative Campus)**

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Asst. Principal.....Marcy Bieber  
Asst. Principal.....Brad Prochaska  
Counselor.....Janet Martinez

<b>EDUCATIONAL PLANNING GUIDE: CHOOSE YOUR FUTURE FOCUS</b> <b>TABLE OF CONTENTS</b>
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# SECTION 1



## State Graduation Plans



## Pasadena Independent School District **Portrait of a Graduate**

The Pasadena ISD portrait of a 21<sup>st</sup> 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:

### **Responsible Citizen**

- Respects and values individual rights, cultural diversity, and heritage
- Demonstrates self-discipline, honesty, respect and integrity
- Participates actively in social and political processes
- Initiates and accepts personal accountability
- Obeys the law and seeks appropriately and constructively to effect change
- Respects the environment

### **Quality Producer**

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

### **Effective Communicator**

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

### **Inventive Thinker**

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

### **Life-long Learner**

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



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## GRADUATION REQUIREMENTS

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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 in the 2005-2006 school year through 2010-2011 school year must pass all portions of the TAKS Exit Level assessment to fulfill graduation requirements of all three graduation programs and fulfill state graduation credits to be eligible to participate in the high school graduation ceremony.

Students entering grade 9 any year during the 2005-2006 school year through the 2013-2014 school year have the following graduation plans listed below:

- The **Minimum** High School Program requires successful completion of 22 state-approved credits. Students requesting the Minimum High School Program should contact the counseling office at their campus for information. Access to this program requires parent permission and is an option only after completion of the student's tenth grade year.
- The **Recommended** High School Program requires successful completion of 26 state-approved credits. This diploma program is an admission requirement for four year Texas public colleges and universities.
- The **Distinguished Achievement** Program includes the completion of the Recommended High School Program and four (4) advanced measures.

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 10<sup>th</sup> 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.

<b><i>Units of Credit</i></b>	<b><i>Grade Placement</i></b>
5	10 (Sophomore)
10	11 (Junior)
16	12 (Senior)

### **State of Texas Assessments of Academic Readiness (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

## Distinguished Achievement High School Graduation Plan

Discipline	Recommended High School Graduation Plan (RHSP)
English 4 Credits	<b>English I, II, III, IV</b> <b>Other options:</b> PreAdvanced Placement English I, II The third credit may be substituted with AP English Language. The fourth credit may be selected from the following: AP English Literature, SJCC Dual Credit English
Mathematics 4 Credits	<b>Algebra I</b> <b>Geometry</b> <b>Algebra II</b> The fourth credit may be selected from the following <u>after</u> completion of Algebra I, Geometry, and Algebra II: Advanced Quantitative Reasoning PreCalculus Independent Study in Mathematics or SJCC Dual Credit Approved Advanced Placement Courses Engineering Mathematics (CTE) Statistics and Risk Management (CTE)
Science 4 Credits	<b>Biology</b> <b>Chemistry</b> <b>Physics</b> The fourth credit may be selected from the following: Aquatic Science Astronomy Earth and Space Science Environmental Systems Approved Advanced Placement Courses Approved CTE courses Approved Dual Credit Courses
Social Studies 3.5 Credits	<b>World Geography</b> <b>World History</b> <b>U. S. History</b> <b>U. S. Government</b> (one-half credit)
Economics .5 Credits	<b>Economics</b>
Languages Other Than English (LOTE) 3.0 Credits	Any three levels in the same language
Physical Education 1 Credit	See Course Descriptions for Selection Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned
Health .5 Credit	<b>Health</b>
Speech .5 Credit	<b>One-half credit:</b> Communications Applications or Professional Communications (CTE)
Technology Applications 1 Credit	See Course Descriptions for Selection
Fine Arts 1 Credit	<b>Select from:</b> <b>Art, Dance, Music, Theatre, or</b> <b>Principles &amp; Elements of Floral Design (CTE)</b>
Elective Courses 3 Credits	See Course Descriptions for Selection
<b>Total Credits</b>	<b>26 Credits</b>
<b>Complete Four (4) Advanced Measures <u>AND</u></b> <b>Meet the State Cumulative Score on 5 End of Course Exams</b>	<ul style="list-style-type: none"> <li>x Original Research Project</li> <li>x Score of 3 or better on the College Board Advanced Placement Exam</li> <li>x Score of 4 or better on the International Baccalaureate Exam</li> <li>x A score on the PSAT that qualifies as a: Commended Scholar, National Merit Scholar, National Hispanic Scholar, National Achievement Scholar</li> <li>x Meet the State Cumulative Score Requirement on five (5) End of Course Exams</li> </ul>

## Recommended High School Graduation Plan

<b>Discipline</b>	<b>Recommended High School Graduation Plan (RHSP)</b>
<b>English 4 Credits</b>	<b>English I, II, III, IV</b> <b>Other options:</b> PreAdvanced Placement English I, II The third credit may be substituted with AP English Language The fourth credit may be selected from the following: AP English Literature, SJCC Dual Credit English
<b>Mathematics 4 Credits</b>	<b>Algebra I</b> <b>Geometry</b> <b>Algebra II</b> The fourth credit may be selected from the following and must be completed <b>prior</b> to Algebra II: Mathematical Models with Application Mathematical Applications in Agriculture, Food, and Natural Resources. The fourth credit may be selected from the following <b>after</b> completion of Algebra I, Geometry, and Algebra II Advanced Quantitative Reasoning PreCalculus Independent Study in Mathematics or SJCC Dual Credit Approved Advanced Placement Courses Engineering Mathematics (CTE) Statistics and Risk Management (CTE)
<b>Science 4 Credits</b>	<b>Biology</b> <b>Chemistry</b> <b>Physics</b> The additional credit may be IPC but must be successfully completed <b>prior</b> to chemistry and physics, The fourth credit may be selected from the following: Aquatic Science Astronomy Earth and Space Science Environmental Systems Approved Advanced Placement Courses Approved CTE courses Approved SJCC Dual Credit Courses
<b>Social Studies 3.5 Credits</b>	<b>World Geography</b> <b>World History</b> <b>U. S. History</b> <b>U. S. Government</b> (one-half credit)
<b>Economics .5 Credits</b>	<b>Economics</b>
<b>Languages Other Than English (LOTE) 2.0 Credits</b>	Any two levels in the same language
<b>Physical Education 1 Credit</b>	See Course Descriptions for Selection Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned
<b>Health .5 Credit</b>	<b>Health</b>
<b>Speech .5 Credit</b>	<b>One-half credit:</b> Communications Applications or Professional Communications (CTE)
<b>Technology Applications 1 Credit</b>	See Course Descriptions for Selection
<b>Fine Arts 1 Credit</b>	<b>Select from:</b> <b>Art, Dance, Music, Theatre, or</b> <b>Principles &amp; Elements of Floral Design (CTE)</b>
<b>Elective Courses 4 Credits</b>	See Course Descriptions for Options
<b>Total Credits</b>	<b>26 Credits</b>
<b>End Of Course Exams</b>	Must Meet the State Cumulative Score Requirement on five (5) End of Course Exams

## Minimum High School Graduation Plan

<b>Discipline</b>	<b>Recommended High School Graduation Plan (RHSP)</b>	
<b>English 4 Credits</b>	<b>English I, II, III, IV</b>	
<b>Mathematics 3 Credits</b>	<b>Algebra I Geometry Math Models</b>	
<b>Science</b> There are two (2) options available to satisfy this requirement. <b>Option I - 3 Credits</b> <b>Option II - 2 Credits</b>	<b>Option I:</b>  <b>Biology IPC</b> *A student may substitute chemistry or physics for IPC, but by doing so, the student must take the other course. For example, if a student takes chemistry, he/she must also take physics to satisfy the three credits. If a student takes physics, he/she must also take chemistry.  If a student takes IPC to satisfy one of the three credit requirements, he/she may select from any of the following courses to satisfy the three credit requirement: Aquatic Science Astronomy Earth and Space Science Environmental Systems Anatomy and Physiology Chemistry Physics	<b>Option II:</b>  <b>Biology IPC</b> <b>Approved CTE Coherent Sequence II</b> (2 or 3 hour block course)
<b>Social Studies</b> There are two (2) options available to satisfy this requirement. <b>Option I - 2.5 Credits</b> <b>Option II - 3.5 Credits</b>	<b>Option I:</b>  <b>World Geography <u>or</u> World History</b> <b>U. S. History</b> <b>U. S. Government</b> (one-half credit)	<b>Option II:</b>  <b>World Geography</b> <b>World History</b> <b>U. S. History</b> <b>U. S. Government</b> (one-half credit)
<b>Economics .5 Credits</b>	<b>Economics</b>	
<b>Languages Other Than English</b>	<b>None Required</b>	
<b>Physical Education 1 Credit</b>	See Course Descriptions for Selection Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned	
<b>Health .5 Credit</b>	<b>Health</b>	
<b>Speech .5 Credit</b>	<b>One-half credit:</b> Communications Applications or Professional Communications (CTE)	
<b>Technology Applications 1 Credit</b>	See Course Descriptions for Selection	
<b>Fine Arts 1 Credit</b>	<b>Select from:</b> <b>Art, Dance, Music, Theatre, or</b> <b>Principles &amp; Elements of Floral Design (CTE)</b>	
<b>Elective Courses 5 Credits</b>	See Course Descriptions for Options	
<b>Total Credits</b>	<b>22 Credits</b>	
<b>End Of Course Exams</b>	Must Meet the State Cumulative Score Requirement on five (5) End of Course Exams	

## **Distinguished High School Graduation Plan**

### **What is the DAP Scholars Program?**

The Distinguished Achievement Program is a course of study that requires high performance beyond what is usually expected of high school students. In addition to specific course requirements, the Distinguished Achievement Program requires that all students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or professional work equivalent. The advanced measures may be judged by external professionals in the arts, sciences, business, industry, or in the community. DAP Scholars are senior students who have completed, or will complete, the Distinguished Achievement Program (DAP) graduation plan.

### **Why become a DAP scholar?**

- The advantages of completing this more rigorous course of study include but are not limited to the following:
- Students are better prepared for college success.
- Students may earn college credit while still in high school (cost savings).
- Students participate in more rigorous courses and are more academically challenged.
- Students develop and refine higher level thinking skills.
- Students are able to pursue specific areas of interest in research projects.
- Students are rewarded for school and professional success and accomplishments.
- Students have the opportunity to network with business and community professionals.

### **How do students become a DAP Scholar?**

- Earn 26 credits.
- Complete all of the course requirements for the Recommended Plan.
- Meet the state requirements on five (5) STAAR/EOC assessments.
- Complete one additional year of Level III of a foreign language credit in the same language.
- Complete four advanced measures.

### **Advanced Measures**

- Focus on demonstrated student performance at the college or professional level.
- Assessed through an external review process.
- Any combination of the following:
  - (1) Original research/project:**
    - Judge by a panel of professionals in the field that is the focus of the project; or
    - Conducted under the direction of mentor(s) and reported to an appropriate audience; or
    - Related to the required curriculum set forth in 19 TAC§74.1 (relating to Texas Essential Knowledge and Skills). Original research/projects may not be used for more than
  - (2) Test data:**
    - A score of three or above on The College Board Advanced Placement examination;
    - A score on the Preliminary Scholastic Assessment Test (PSAT/NMSQT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.
  - (3) College courses:**
    - A minimum three-hour course with a grade point average of 3.0 or higher on courses that count for college credit, including tech prep programs.

## **Recommended High School Graduation Plan**

### **How do students become a Recommended High School Graduate?**

- Earn 26 credits.
- Complete all of the course requirements for the Recommended Plan.
- Meet the state requirements on five (5) STAAR/COC assessments.
- Complete two years of a foreign language credit in the same language.
- Required for entry into all four year universities.

## **Minimum High School Graduation Plan**

### **How do students become a Minimum High School Graduate?**

- Earn 22 credits.
- Complete all of the course requirements for the Minimum Plan.
- Meet the state requirements on the STAAR/EOC assessments.
- Meets the requirement for entry into most two year, technical, and/or community colleges, but the student may require remediation before being allowed to enroll in college credit courses.

Future career plans must be carefully considered when planning for high school graduation. Selecting the high school graduation plan that will best prepare you for the next level of education and/or a career pathway will help you reach your future goals. Career pathways that are dependent on well-developed reading, mathematics and science skills will require that students complete upper level mathematics and science courses while in high school. In addition, all career pathways require that students demonstrate their ability to read critically, solve complex problems, and work collaboratively with peers.

## STUDENTS ENTERING GRADE 9 IN THE 2014-2015 SCHOOL YEAR AND BEYOND

Foundation Only 22 Credits*	Foundation + Endorsement 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> <li>4 credits <b>English</b> – English I, II, III, IV or <b>one credit in an advanced English course</b></li> <li>3 credits <b>Mathematics</b> – <b>Algebra I, Geometry</b>, <b>one credit in an advanced math course</b></li> <li>3 credits <b>Science</b> – <b>Biology, IPC</b> or an <b>advanced science</b> course, an additional advanced science course</li> <li>3 credits <b>Social Studies</b> – <b>US History, Government, Economics, World Geography</b> or <b>World History</b></li> <li>2 credits <b>Language Other than English</b></li> <li>1 credit <b>Physical Education</b></li> <li>1 credit <b>Fine Arts</b></li> <li>5 credits in <b>Electives</b> (may include CTE or certification courses)</li> </ul> <p><i>* Students may opt to Foundation only after completing sophomore year.</i></p>	<ul style="list-style-type: none"> <li>4 credits <b>English</b> – English I, II, III, IV or <b>one credit in an advanced English course</b></li> <li>4 credits <b>Mathematics</b> – <b>Algebra I, Geometry</b>, <b>two credits in an advanced math course</b></li> <li>4 credits <b>Science</b> – <b>Biology</b>, <b>one credit in IPC</b> or in <b>any additional authorized advanced science</b> course, <b>two credits in any advanced science course</b></li> <li>3 credits <b>Social Studies</b> – <b>US History, Government, Economics, World Geography</b> or <b>World History</b></li> <li>2 credits <b>Language Other than English</b></li> <li>1 credit <b>Physical Education</b></li> <li>1 credit <b>Fine Arts</b></li> <li>7 credits in <b>Electives</b> (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses)</li> </ul> <p><i>• Credit requirements specific to at least one endorsement</i></p>	<ul style="list-style-type: none"> <li>4 credits <b>English</b> – English I, II, III, IV or <b>one credit in an advanced English course</b></li> <li>4 credits <b>Mathematics</b> – <b>Algebra I, Geometry, Algebra II</b>, <b>one credit in an advanced math course</b></li> <li>4 credits <b>Science</b> – <b>Biology</b>, <b>one credit in IPC</b> or in <b>any additional authorized advanced science</b> course, <b>two credits in any advanced science course</b></li> <li>3 credits <b>Social Studies</b> – <b>US History, Government, Economics, World Geography</b> or <b>World History</b></li> <li>2 credits <b>Language Other than English</b></li> <li>1 credit <b>Physical Education</b></li> <li>1 credit <b>Fine Arts</b></li> <li>7 credits in <b>Electives</b> (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses)</li> </ul> <p><i>• Credit requirements specific to at least one endorsement</i></p>

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary
Engineering* Robotics* Computer Maintenance /Networking* Advanced Math Advanced Science	Agriculture* Architecture & Const.* Auto Tech & Collision* Business, Marketing, & Finance* Culinary Arts* Graphic Design* Hospitality & Tourism* Maritime/Port Operations* Transportation* Video Production* Welding*	Education* Medical Studies* Cosmetology* Child Development* Criminal Justice* Political Science* ROTC	Fine Arts Visual Arts Language Other than English (LOTE) Social Studies English	Select advanced courses from the curriculum of each of the other endorsement areas. Specializations in: <ul style="list-style-type: none"> <li>Athletic Training</li> <li>Health</li> <li>Fitness</li> <li>Avid</li> </ul>

\* 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 Acknowledgements	
English I	US History	<b>Outstanding Performance:</b> Dual Credit coursework, Bilingualism/ Biliteracy, AP Exam, PSAT, SAT, or ACT	<b>Certification:</b> Nationally or internationally recognized business or industry certificate or license
English II	Biology		
Algebra I			



# Arts & Humanities Endorsement Graduation Requirements

Foundation High School Plan	English	Math	Science	Social Studies	Required		Electives	Total FHSP Credits
	English I (EOC)	Algebra I (EOC)	Biology (EOC)	W. Geography or W. History or Combination Class	LOTE	2.0	(Health is the default elective.)	
	English II (EOC)	Geometry	IPC, Chemistry, or Physics	US History (EOC)	PE	1.0		
	English III	Advanced Math	Advanced Science	Government/Economics	Fine Arts	1.0		
	English IV							
	English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0		Electives 5.0	22

A&H Social Studies	FHSP plus Social Studies option:							Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science	TWO Additional Social Studies Courses				
	English 4.0	Math 4.0	Science 4.0	Social Studies 5.0	Required 4.0		Electives 5.0	

A&H LOTE Option	FHSP plus LOTE option:							Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> 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			
	English 4.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 6.0		Electives 5.0	

A&H Fine Arts Option	FHSP plus Fine Arts option:							Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science		A coherent sequence of 4 courses in one of the following: <ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Music</li> <li>• Theatre</li> </ul>			
	English 4.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 7.0		Electives 4.0	

A&H English Elective	FHSP plus English Elective option:							Total Credits
	Three English elective credits	Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science					
	English 7.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 4.0		Electives 4.0	

**Speech proficiency requirement:** One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.

**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%.

# Business & Industry Endorsement Graduation Requirements

Foundation High School Plan	English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits
	English I (EOC)	Algebra I (EOC)	Biology (EOC)	W. Geography or W. History or Combination Class	LOTE 2.0	(Health is the default elective.)	
	English II (EOC)	Geometry	IPC, Chemistry, or Physics	US History (EOC)	PE 1.0		
	English III	Advanced Math	Advanced Science	Government/ Economics	Fine Arts 1.0		
	Advanced English						
	English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

Business & Industry CTE Option	FHSP plus CTE option:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science		A coherent sequence of CTE courses for 4 or more credits chosen from the following clusters: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Architecture &amp; Constr.</li> <li>• Arts, A/V Tech &amp; Comm.</li> <li>• Business Mgmt &amp; Admin.</li> <li>• Finance</li> <li>• Hospitality &amp; Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Marketing</li> <li>• Transportation, Distr. &amp; Logistics</li> </ul>		
	English 4.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 8.0	Electives 3.0	26

Business & Industry English Option	FHSP plus English option:						Total Credits
	Four English Electives 3 levels in the following: <ul style="list-style-type: none"> <li>• Debate</li> <li>• Adv. Journalism</li> <li>• Adv. Broadcast Journalism</li> </ul> (These courses would satisfy the speech proficiency requirement)	Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science				
	English 8.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 4.0	Electives 3.0	26

**Speech proficiency requirement:** Students will satisfy this requirement by taking the 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)	Algebra I (EOC)	Biology (EOC)	W. Geography or W. History or Combination Class	LOTE 2.0	(Health is the default elective.)	
	English II (EOC)	Geometry	IPC, Chemistry, or Physics	US History (EOC)	PE 1.0		
	English III	Advanced Math	Advanced Science	Government/ Economics	Fine Arts 1.0		
	English IV						
	English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22
Multidisciplinary Core Course Option	FHSP plus Core Course option:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> 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	Social Studies 4.0	Required 4.0	Electives 6.0	26
Multidisciplinary Core Course with Specification	FHSP plus Multidisciplinary Core Course with Specification:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> 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: <ul style="list-style-type: none"> <li>• Athletic Training</li> <li>• Health/Wellness</li> <li>• Fitness</li> <li>• AVID</li> </ul>	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	Social Studies 4.0	Required 8.0	Electives 2.0	26
Multidisciplinary AP or Dual Credit Option	FHSP plus AP or Dual Credit option:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science			One of the electives must be from the list of courses that will satisfy the speech proficiency requirement.	
	4 credits in AP or Dual Credit courses chosen from ELA, Math, Science, Social Studies, Fine Arts, LOTE						
	English 4.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 4.0	Electives 7.0	26
Speech proficiency requirement: Students will satisfy this requirement by taking the 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%.							

# Public Service Endorsement Graduation Requirements

Foundation High School Plan	English	Math	Science	Social Studies	Required	Electives	Total FHSP Credits
	English I (EOC)	Algebra I (EOC)	Biology (EOC)	W. Geography or W. History or Combination Class	LOTE 2.0	(Health is the default elective.)	
	English II (EOC)	Geometry	IPC, Chemistry, or Physics	US History (EOC)	PE 1.0		
	English III	Advanced Math	Advanced Science	Government/Economics	Fine Arts 1.0		
	Advanced English						
	English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0	Electives 5.0	22

Public Service CTE Option	FHSP plus CTE option:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> Math)	Advanced Science		A coherent sequence of CTE courses for 4 or more credits chosen from the following clusters: <ul style="list-style-type: none"> <li>• Education &amp; Training</li> <li>• Government &amp; Public Administration</li> <li>• Health Services</li> <li>• Human Services</li> <li>• Law, Public Safety, Corrections &amp; Securities</li> </ul>		
	English 4.0	Math 4.0	Science 4.0	Social Studies 3.0	Required 8.0	Electives 3.0	26

Public Service JROTC Option	FHSP plus JROTC option:						Total Credits
		Advanced Math (Algebra 2 unless taken as the 3 <sup>rd</sup> 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	Social Studies 3.0	Required 7.0	Electives 4.0	26

**Speech proficiency requirement:** Students will satisfy this requirement by taking the 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)	Algebra I (EOC)	Biology (EOC)	W. Geography or W. History or Combination Class	LOTE	2.0	(Health is the default elective.)	
	English II (EOC)	Geometry	Chemistry	US History (EOC)	PE	1.0		
	English III	Algebra II	Physics	Government/ Economics	Fine Arts	1.0		
	Advanced English							
	English 4.0	Math 3.0	Science 3.0	Soc Studies 3.0	Required 4.0		Electives 5.0	22

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

STEM Math Option	FHSP plus Math option:							Total Credits
		TWO Advanced Math courses (The courses selected must have Algebra 2 is 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	Social Studies 3.0	Required 4.0		Electives 6.0	
	English 4.0	Math 5.0	Science 4.0	Social Studies 3.0	Required 4.0		Electives 6.0	26

STEM Science Option	FHSP plus Science option:							Total Credits
		Advanced Math	TWO Additional 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	Social Studies 3.0	Required 4.0		Electives 6.0	
	English 4.0	Math 4.0	Science 5.0	Social Studies 3.0	Required 4.0		Electives 6.0	26

**Speech proficiency requirement:** Students will satisfy this requirement by taking the 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%.

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## GRADE-POINT AVERAGES AND CLASS RANKINGS

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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 class graduation ranking 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 three categories: (1) regular courses; (2) College Board Advanced Placement (AP), PreAP, honors; and (3) 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".

Numeric Average	Regular Grade Pt.	*Honors/ Premium Grade Pt.	Basic Grade Pt.	Numeric Average	Regular Grade Pt.	*Honors/ Premium Grade Pt.	Basic Grade Pt.
100	5.0	6.0	4.0	84	3.4	4.4	2.4
99	4.9	5.9	3.9	83	3.3	4.3	2.3
98	4.8	5.8	3.8	82	3.2	4.2	2.2
97	4.7	5.7	3.7	81	3.1	4.1	2.1
96	4.6	5.6	3.6	80	3.0	4.0	2.0
95	4.5	5.5	3.5	79	2.8	3.8	1.8
94	4.4	5.4	3.4	78	2.6	3.6	1.6
93	4.3	5.3	3.3	77	2.4	3.4	1.4
92	4.2	5.2	3.2	76	2.2	3.2	1.2
91	4.1	5.1	3.1	75	2.0	3.0	1.0
90	4.0	5.0	3.0	74	1.8	2.8	0.9
89	3.9	4.9	2.9	73	1.6	2.6	0.8
88	3.8	4.8	2.8	72	1.4	2.4	0.7
87	3.7	4.7	2.7	71	1.2	2.2	0.6
86	3.6	4.6	2.6	70	1.0	2.0	0.5
85	3.5	4.5	2.5	Below 70	0.0	0.0	0.0

Premium grade points will be awarded only for courses designated AP/PreAP and Honors. The Pasadena ISD grade point system is based on a 5.0 scale for regular courses and on a 6.0 scale for Honors, PreAP and AP courses. Colleges and Universities require that students' GPA be calculated and reported on a 4.0 scale. This means that an admissions officer from a college or university may require that your GPA be recalculated based on a 4.0 scale. This is also a reminder that colleges and universities consider multiple data points when granting admission and earning a "C" in a PreAP/AP/Honors course will be more highly considered than earning an "A" in a regular class. 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. Numeric averages in courses will translate into grade points as follows:

**\*Honors/Premium includes AP/PreAP and Honors classes.**

Refer to the course descriptions for additional courses receiving premium points.

There are opportunities in intermediate school to take courses 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 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.

# 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**

### **KNOW ABOUT CAREERS**

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 21<sup>st</sup> 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
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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 and 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.)

## District Endorsement Offering

Arts & Humanities Endorsement				
Career Pathways	9th Year	10th Year	11th Year	12th Year
Performing Arts	Band 1	Band 2	Band 3	Band 4
	Choir 1	Choir 2	Choir 3	Choir 4
	Orchestra 1	Orchestra 2	Orchestra 3	Orchestra 4
	Instrumental Ensemble 1	Instrumental Ensemble 2	Instrumental Ensemble 3	Instrumental Ensemble 4
	Choir 1	Music Ensemble 1	Music Ensemble 2	Music Ensemble 3
	Dance 1	Dance 2	Dance 3	Dance 4
	Advanced Dance 1	Advanced Dance 2	Advanced Dance 3	Advanced Dance 4
Visual Arts/Artist	Art 1	Art 2	Art 3	Art 4
	Art 1	Art 2	Art 2	Art 3
	Art 1	Art 2	Art 3	AP Art
	Art 2	Art 3	Art 4	AP Art
Theatre	Theatre Arts 1	Theatre Arts 2	Theatre Arts 3	Theatre Arts 4
	Theatre Arts 1	Theatre Arts 2	Theatre Production 1	Theatre Production 2
	Technical Theatre 1	Technical Theatre 2	Technical Theatre 3	Technical Theatre 4
Culture Studies/ Foreign Languages	Foreign Language 1	Foreign Language 2	Foreign Language 3	Foreign Language 4
	Foreign Language 1	Foreign Language 2	Foreign Language 3	AP Foreign Language
	Foreign Language 2	Foreign Language 3	AP Foreign Language	AP Foreign Language
	Foreign Language 1	Foreign Language 2	Foreign Language 1	Foreign Language 2
Literature/Writer	English Elective	English Elective	English Elective	English Elective
	English Electives - Eng IV, Literary Genres, Creative Writing, Technical Writing, AP Eng IV, Communication Applications, or Independent Study in English			
Social Studies	World Geography	World History	U.S. History	Government/ Economics + An additional Social Studies

## District Endorsement Offering

Business & Industry Only Offered at Career & Technical High School				
Agriculture	Principles of Agriculture	Floral Design	Landscape Design/ Horticulture Science	Practicum in Agriculture
	Principles of Agriculture	Small Animal Mgmt.	Vet Med Applications/ Agriculture Business	Practicum in Agriculture
Architecture	Principles of Architecture	Construction Mgmt.	Practicum in Construction Mgmt. 1	Practicum in Construction Mgmt. 2
	Principles of Architecture	Electrical Technology	Advanced Electrical Technology	Practicum in Electrical Technology
	Principles of Architecture	HVAC	Advanced HVAC	Practicum HVAC
General Business	Principles of Business	Business Info Management 1	Accounting 1 - Entrepreneurship/ Virtual Business	Accounting 2 - Business Law/ Global Business/ BIM 2
Hospitality	Principles of Hospitality & Tourism	Hotel Mgmt.	Practicum in Hospitality Services 1	Practicum in Hospitality Services 2
Culinary Arts	Principles of Hospitality & Tourism	Culinary Arts	Practicum in Culinary Arts 1	Practicum in Culinary Arts 2
Graphic Design	Principles of IT	Graphic Design & Illustration	Advanced Graphic Design & Illustration	Practicum in Graphic Design & Illustration
Video Production	Principles of IT	Audio/Video Production	Advanced Audio/Video Production	Practicum in Audio/Video Production
Auto Technology	Principles of TDL	Energy Power & Transportation Systems	Auto Tech	Advanced Auto Tech or Practicum Transportation, Distribution & Logistics
Collision Repair	Principles of TDL	Energy Power & Transportation Systems	Collision Repair	Advanced Collision Repair or Practicum Transportation, Distribution & Logistics
Maritime/Port Operations	Principles of TDL	Transportation Systems Mgmt..	Logistics, Planning & Mgmt. Systems	Practicum in Transportation, Distribution & Logistics
Welding	Principles of Manufacturing	Welding	Advanced Welding	Practicum in Welding



## District Endorsement Offering

Business & Industry Endorsement				
Career Pathways	9th Year	10th Year	11th Year	12th Year
Agriculture Studies	Principles of Agriculture	Floral Design	Landscape Design	Practicum in Agriculture
	Principles of Agriculture	Livestock Production/ Equine Science	Agriculture Mechanics	Practicum in Agriculture
	Principles of Agriculture	Wildlife Management	Range Ecology & Mgmt. / Forest & Woodlands Ecosystems	Practicum in Agriculture
	Principles of Agriculture	Small Animal Management	Agriculture Facilities Design	Practicum in Agriculture
Architecture	Principles of Business	Construction Technology	Architecture Design	Advanced Architecture Design
	Principles of Business	Interior Design	Architecture Design	Advanced Architecture Design
General Business	Principles of Business	Business Information Management 1	Business Information Management 2	Practicum in Business Management
	Principles of Business	Business Law/Global Business	Business Information Management 1	Business Information Management 2
	Principles of Business	Business Law/Global Business	Business Information Management 1	Practicum in Business Management
	Principles of Business	Accounting 1	Accounting 2	Practicum in Business Management
Marketing	Principles of Business	Sports Marketing/ Entrepreneurship	Marketing Dynamics or Career Prep 1	Practicum in Marketing Dynamics or Career Prep 2
Culinary Arts	Principles of Business	Restaurant Management	Culinary Arts	Practicum in Culinary Arts
Graphic Design	Principles of Business	DIM	Graphic Design & Illustration	Advanced Graphic Design & Illustration
Video Production	Principles of Business	Audio/Video Production	Advanced Audio/Video Production	Practicum in Audio/Video Production
Journalism	Journalism	Advanced Journalism 1	Advanced Journalism 2	Advanced Journalism 3
	Journalism	Broadcast Journalism 1	Broadcast Journalism 2	Broadcast Journalism 3
	Journalism	Debate 1	Debate 2	Debate 3

## District Endorsement Offering

Multidisciplinary Studies Endorsement				
Career Pathways	9th Year	10th Year	11th Year	12th Year
Regular 4X4	Four credits in each of the four foundation subject areas to include English 4 and chemistry and/or physics			
Regular 4X4 - Specialization in Athletic Training	Athletic 1	Athletic Training 1	Athletic Training 2	Athletic Training 3
Regular 4X4 - Specialization in Health/Wellness	Foundations of Personal Fitness	Comprehensive Wellness/Health	Lifetime Nutrition/Wellness	Child Development
Regular 4X4 - Specialization in Fitness	Foundations of Personal Fitness	Comprehensive Wellness/Health	Individual/Team Sports	Outdoor Education
Regular 4X4 - Specialization in Outdoor Life	Outdoor Educations	Outdoor Life	Comprehensive Wellness/Health	<i>Course Under Development</i>
Regular 4X4 - Specialization in Avid	AVID 1	AVID 2	AVID 3	AVID 4
AP Courses	Four credits in Advanced Placement			
Dual Courses	4 credits in Dual Credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts			



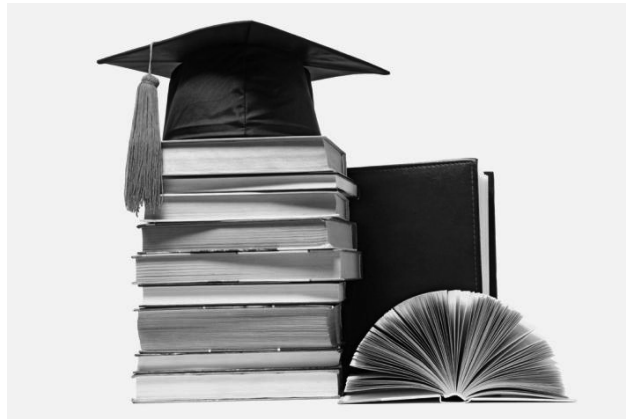
## District Endorsement Offering

Public Services Endorsement				
Career Pathways	9th Year	10th Year	11th Year	12th Year
Medical Studies	Principles of Health Science	Health Science	Practicum in Health Science 1	Practicum in Health Science 2
Education/Teaching	Principles of Human Services	Instructional Practices	Practicum Education Training 1	Practicum Education Training 2
Child Development	Principles of Human Services	Child Development	Lifetime Nutrition/Wellness	Practicum in Human Services
ROTC	ROTC 1	ROTC 2	ROTC 3	ROTC 4
Politician/Lawyer	Principles of Government	Political Science 1A	Political Science 1B	Political Science 2
Public Service Endorsements Only Offered at Career & Technical High School				
Medical Certifications	Principles of Health Science	Health Science	World Health Research/ Medical Microbiology & Pathophysiology/ Anatomy & Physiology	Practicum in Health Science 1 (Certification)
Cosmetology	Principles of Human Services	Introduction to Cosmetology	Cosmetology 1	Cosmetology 2
Child Guidance	Principles of Human Services	Child Development	Child Guidance	Practicum in Human Services
Criminal Justice	Principles of Law	Court Systems & Practices	Law Enforcement 1	Practicum in Law Enforcement

## District Endorsement Offering

STEM Endorsement				
Career Pathways	9th Year	10th Year	11th Year	12th Year
Mathematics	Geometry	Algebra 2	Advanced Mathematics	Advanced Mathematics
	Algebra 1	Geometry	Algebra 2	Two Advanced Mathematics
Science	Biology	Chemistry	Physics	Two Advanced Sciences
Engineering	Concepts of Engineering	Electronics	Engineering Design & Presentation	Advanced Engineering Design & Presentation
Process Technology	Concepts of Engineering	Engineer Design & Presentation	Practicum in STEM I	Practicum in STEM II
STEM Endorsements Only Offered at Career & Technical High School				
Engineering/Robotics	Concepts of Engineering	Engineer Design & Presentation	Advanced Engineer Design & Presentation	Robotics
Computer Maintenance/Networking	Principles of IT	Web Technologies	Computer Technician	Telecom & Networking/Computer Maintenance

# SECTION 3



## Registration Process & Course Descriptions

## PISD Course Registration

In the following section, you will find a brief description of every course that is offered at Pasadena ISD high schools. 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.

## PISD 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 (available beginning on the third day of school in the counseling office):

- 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).

**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.

## 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**

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
English I-IV	1	9, 10, 11, 12	Taken in sequence
PreAP English I-II		9, 10	Taken in sequence
English I and II for Speakers of Other Languages (SOL)	1	9, 10	Taken in sequence
Language Acquisition	1	9, 10, 11, 12	Taken concurrently with English I or English (SOL) I
Practical Writing	1	9, 10, 11, 12	Taken concurrently with English II or English (SOL) II

### **Advanced Placement Course Titles**

English III AP-Language	1	11	English I, English II (PreAP strongly suggested)
English IV AP-Literature	1	12	English I, II, III (PreAP and AP Eng III strongly suggested)

### **Elective Courses**

Elective courses may vary at each campus depending upon student interest and available resources.

Literary Genres (STAAR)	1/2-1	9, 10, 11, 12	none
Research & Technical Writing (STAAR)	1/2-1	9, 10, 11, 12	none
Practical Writing (STAAR)	1/2-1	9, 10, 11, 12	none
Reading (STAAR) I, II, III, IV	1/2-1	9, 10, 11, 12	none; taken in sequence

### **Journalism**

Journalism I a, b	1/2-1	9, 10, 11, 12	English I
Advanced Journalism:			
Newspaper Production I a, b	1/2-1	11, 12	Journalism I a, b
Newspaper Production II a, b	1/2-1	12	Newspaper Production I a, b
Yearbook Production I a, b	1/2-1	10, 11, 12	
Yearbook Production II a, b	1/2-1	11, 12	Taken in sequence
Yearbook Production III a, b	1/2-1	12	Taken in sequence
Photojournalism a, b	1/2-1	10, 11, 12	a - none b - Photojournalism a
Advanced Broadcast Journalism	1/2-1	10, 11, 12	Journalism

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
<b><u>Speech</u></b>			
*Communication Applications	1/2	10, 11, 12	none
*Professional Communications (CTE)	1/2	10, 11, 12	none
Oral Interpretation I, II, III	1-3	9, 10, 11, 12	none; taken in sequence
Public Speaking I, II, III	1/2-1	9, 10, 11, 12	none; taken in sequence
Debate I (H), II (H), III (H)	1-3	9, 10, 11, 12	taken in sequence
<b><u>Reading</u></b>			
Reading I, II, III	1/2-3	9, 10, 11, 12	none
Reading I, I	1/2-1	9, 10, 11, 12	Taken concurrently with English I, II or English (SOL) I, II
Reading Application and Study Skills	1/2	9, 10, 11, 12	

**\* Only courses that satisfies the 1/2 credit speech graduation requirement.**

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### **English I-IV**

English I-IV is a sequential four-year program integrating the traditional language arts skills of listening, speaking, reading, grammar, and writing. Students will learn and use these skills within the context of writing assignments based on literature and personal experience. Course work and assessments will be based on the Texas Essential Knowledge and Skills for each course. English Language Learners will take English III and IV after completing English II (SOL) or SIOP English II. The Language Proficiency Assessment Committee (LPAC) may, however, decide to recommend sheltered instruction for these courses. English IV B is available through Pasadena Virtual School. Students enrolled in English I, II, or III will take the corresponding Reading and Writing STAAR EOC exam.

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### **PreAP English I and II/AP English III and IV**

In Pre-AP the student will learn critical reading, writing, and thinking strategies in preparation for advanced placement classes at the 11th and 12th grade levels. AP courses are highly recommended for College Board advanced placement examinations, as well as, college. **(PREMIUM GRADE POINTS)** Students enrolled in PreAP English I and II and AP English III will take the corresponding Reading and Writing STAAR EOC exam.

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### **English I for Speakers of Other Languages (SOL)**

English I (SOL) will be offered to recent immigrant students whose primary language is other than English. Only students with limited 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. Eligible LEP students that 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 shall be taken concurrently with Language Acquisition course and Reading I.**

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### **English II for Speakers of Other Languages (SOL)**

English II (SOL) will be offered to recent immigrant 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 limited 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. Eligible LEP students that

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 shall be taken concurrently with Practical Writing and Reading II**

### **Language Acquisition**

The Language Acquisition course is designed for first year recent immigrant students with little or no proficiency in English who are in need of intensive English language support. Students in this course will acquire the academic language and skills in English necessary for success in content area and enrichment classrooms.

**This course will count as one state elective credit for graduation and shall be taken concurrently with ESOL I and Reading I.**

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### **Practical Writing**

The Practical Writing course is for recent immigrant students whose first language is not English. Only students with limited English proficiency may qualify for Practical Writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students are expected to understand the recursive nature of the writing process. **This course will count as one state elective credit for graduation and shall be taken concurrently with ESOL II and Reading II.**

---

### **Reading I & II**

The Reading I course will be taken with English I (SOL) and Language Acquisition concurrently for students who are speakers of other languages. The Reading II course will be taken with English II (SOL) and Practical Writing concurrently for students who are speakers of other languages. The course supplements the literacy instruction students receive in the English I (SOL) and English II (SOL) course. Reading I and II will address evident English oral language and reading skill deficiencies that could prohibit satisfactory performance for state assessment and graduation. Course content includes direct instruction in vocabulary development, literacy skills, reading comprehension, and study skills.

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### **Fundamental Reading I – IV (M)**

**Prerequisite: Committee Placement** – Students will focus on reading improvement, vocabulary development, study and comprehension skills. Course content includes direct instruction in reading skill deficiencies that could prohibit satisfactory performance on the State Assessment.

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### **Consumer Reading I – IV (Alt)**

**Prerequisite: Committee Placement** – 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.

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### **Literary Genres (STAAR)**

Students spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. The student uses writing as a tool for learning and researching genres. This course will prepare students for the English I Reading and Writing STAAR EOC exam.

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**Research & Technical Writing (STAAR)**

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Students will develop skills necessary for writing persuasive and informative texts. All students are expected to demonstrate an understanding of the writing process, effectively applying the conventions of usage and the mechanics of written English. This course will prepare students for the English II Reading and Writing STAAR EOC exam.

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**Practical Writing Skills (STAAR)**

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Students will develop skills necessary for practical writing including conventions, mechanics, grammar, vocabulary and reading comprehension of informational text. This course will prepare students for the English III Reading and Writing STAAR EOC exam.

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**Reading I – III (STAAR)**

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Reading I, II, 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. This course will prepare students for the English I, II or III Reading STAAR EOC exam.

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**FINE ARTS**

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**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.**

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**ART**

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<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Art I	1	9, 10, 11, 12	None
Drawing II	1	9	HS Art I in 8 <sup>th</sup> Gr. and Portfolio review
Drawing II	1	10, 11, 12	Art I and Portfolio review
Electronic Media II	1	11, 12	Art I and (Digital Graphics and Animation required)
Painting II	1	10, 11, 12	Art I and Portfolio review
Printmaking II	1	10, 11, 12	Art I and Portfolio review
Sculpture II	1	10, 11, 12	Art I and Portfolio review
Photography II	1	10, 11, 12	Art I and Portfolio review
Drawing III	1	11, 12	Drawing II and Portfolio review
Painting III	1	11, 12	Painting II and Portfolio review
Printmaking III	1	11, 12	Printmaking II and Portfolio review
Sculpture III	1	11, 12	Sculpture II and Portfolio review
Photography III	1	11, 12	Photography II and Portfolio review
** AP Art History	1	11, 12	Any Art II level course, English II and Portfolio review
** AP Drawing Portfolio	1	11, 12	Any Art II level course and Portfolio review
** AP Two-Dimensional Design Portfolio	1	11, 12	Any Art II level course and Portfolio review
** AP Three-Dimensional Design Portfolio	1	11, 12	Any Art II level course and Portfolio review



<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Drawing IV		12	Drawing III and Portfolio review
Painting IV	1	12	Painting III and Portfolio review
Printmaking IV	1	12	Printmaking III and Portfolio review
Sculpture IV	1	12	Sculpture III and Portfolio review
Photography IV	1	12	Photography III and Portfolio review

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

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.**

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## **Art I**

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

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.

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## **Art I: Advanced**

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

### **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.

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## **Drawing II - IV**

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

**Drawing II Prerequisite:** Art I with passing grade of 80 and Portfolio review

**Drawing II Prerequisite:** Art I in Intermediate with passing grade of 80 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.

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## **Painting II - IV**

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

**Painting II Prerequisite:** Art I with passing grade of 80 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.

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## **Photography II - IV**

**Note: \$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.**

**Photography II Prerequisite:** Art I with passing grade of 80 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.

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### **Printmaking II - IV**

**Note: \$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.)

**Printmaking II Prerequisite:** Art I with passing grade of 80 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.

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### **Sculpture II - IV**

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

**Sculpture II Prerequisite:** Art I with passing grade of 80 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.

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### **Electronic Media II**

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

**Prerequisite:** Art I with passing grade of 80 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 tables, 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)

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### **AP Art History**

**Note:** \$25.00 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.**

**Prerequisite:** Any Art II level course and English II

The 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 forms.

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### **Studio Art: AP Drawing Portfolio**

**Note:** \$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.

**Prerequisite:** Any Art II level course and Portfolio Review

The Advanced Placement Drawing Portfolio course enables highly motivated students to do college-level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art Studio course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of drawing issues. Such elements and concepts can be articulated through a variety of drawing processes which may include many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, scraffito, gestural, contour, and value studies and would qualify as addressing drawing issues.

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### **AP Two-Dimensional Design Portfolio**

**Note: \$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.

**Prerequisite: Any Art II level course and portfolio review.** The Advanced Placement 2-D Design Portfolio enables highly motivated students to do college-level work in studio art while still in high school. The course involves significantly more time and commitment than most high school courses and is for students seriously committed to the study of art. The evaluation for college credit of students enrolled in the AP course is based upon the completion and submission of a portfolio, not a written exam.

This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

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### **AP Three-Dimensional Design Portfolio**

**Note: \$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.

**Prerequisite: Any Art II level course and portfolio review.** The Advanced Placement 3-D Design Portfolio enables highly motivated students to do college-level work in studio art while still in high school. The course involves significantly more time and commitment than most high school courses and is for students seriously committed to the study of art. The evaluation for college credit of students enrolled in the AP course is based upon the completion and submission of a portfolio, not a written exam.

This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These may include among others, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork.

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**DANCE/DANCE TEAM**

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<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
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 (Drill Training/JV Dance)	1	9, 10, 11, 12	Audition

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Advanced Dance 2 (Dance/Drill Team or JV Dance)	1	10, 11, 12	Audition & Adv. Dance 1 or Dance 1
Advanced Dance 3 (Dance/Drill Team)	1	11, 12	Audition & Adv. Dance 1, 2
Advanced Dance 4 (Dance/Drill Team)	1	12	Audition & Adv. Dance 1, 2, 3
Honors Dance	1	11, 12	Audition

**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**

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**

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**

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.

### **Advanced Dance 1**

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**

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.

**\*\* 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 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.

### **Advanced Dance 3**

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.

### **Advanced Dance 4**

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. **(PREMIUM GRADE POINTS)**

**\*\*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.**

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## MUSIC

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<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Band I	1	9	Completion of preceding year of band
Band II - IV	1 - 3	10, 11, 12	Audition
Choral Music I - IV	1 - 4	9, 10, 11, 12	Audition
Orchestra I - IV	1 - 4	9, 10, 11, 12	Audition
Instrumental Ensemble	1 - 4	9, 10, 11, 12	Audition
Vocal Ensemble	1 - 4	9, 10, 11, 12	Audition
Music Theory I	1	10, 11, 12	Audition

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Music Theory II	1	11, 12	Audition & Music Theory I
AP Music Theory	1	11, 12	Audition & Music Theory I
Music History	1	11, 12	Audition
Band III (H), IV (H)	1/yr.	11, 12	Audition
Honor Choir III (H), IV (H)	1/yr.	11, 12	Audition
Honor Orchestra III (H), IV (H)	1/yr.	11, 12	Audition

### Band

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

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.

### Orchestra

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.



### **Instrumental Ensemble**

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.

### **Vocal Ensemble**

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**

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: Music Theory** 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**

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**

**Prerequisites: 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. **(PREMIUM GRADE POINTS)**

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## **THEATRE ARTS**

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### **Regular Education Course Titles**

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Theatre Arts I - IV	1 - 4	9, 10, 11, 12	Taken in sequence
Theatre Arts III - IV (Honors)	1 - 2	11, 12	Taken in sequence, Audition
Theatre Production I – IV	½ - 4	9, 10, 11, 12	Taken in sequence, Audition
Technical Theatre I - IV	1 - 4	9, 10, 11, 12	Taken in sequence

### **Theatre Arts I-IV**

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)**

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

### **Theatre Production I-IV**

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**

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.**

## **LANGUAGES OTHER THAN ENGLISH**

**NOTE:** 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.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Latin I-IV	1 - 4	9, 10, 11, 12	Taken in sequence
Latin II-IV (H)	1 - 4	9, 10, 11, 12	Taken in sequence
French I-V	1 - 5	9, 10, 11, 12	Taken in sequence
PreAP French II	1	9, 10, 11, 12	French I
PreAP French III	1	9, 10, 11, 12	French I, II
AP French Language	1	9, 10, 11, 12	French I, II, III
German I-IV	1 - 4	9, 10, 11, 12	Taken in sequence
PreAP German II-IV	1 - 3	9, 10, 11, 12	Taken in sequence
AP German Language	1	9, 10, 11, 12	Taken in sequence
Spanish I-VII	1 - 7	9, 10, 11, 12	Taken in sequence
Spanish I-III (Native Speakers)	1 - 3	9, 10, 11, 12	Taken in sequence
PreAP Spanish I	1	9, 10, 11, 12	
PreAP Spanish II	1	9, 10, 11, 12	Spanish I
PreAP Spanish III	1	9, 10, 11, 12	Spanish I, II
AP Spanish Language	1	9, 10, 11, 12	Spanish I, II
AP Spanish Literature	1	9, 10, 11, 12	Spanish I, II, III

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### **Latin I-IV**

Primary emphasis in this course is placed on learning to read, with skills in listening, speaking, and writing developed to reinforce reading skill. This course includes the study of Roman culture.

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### **French I-V, German I-IV, Spanish I-VII**

Communicative skills are the primary focus of modern language acquisition. Students develop skill in listening, speaking, reading, writing, viewing and showing. Knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures and community interaction all contribute to and enhance the communicative language experience.

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**Spanish I, II, III (Native Speakers)**

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Regular courses in which content and learning strategies are adapted to meet the needs of students who already understand spoken Spanish but who need to improve their use of standard oral and written Spanish.

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**AP French Language, AP German, AP Spanish Language, AP Spanish Literature**

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These course studies are based on the College Board Advanced Placement Curriculum. Students are encouraged to take the AP Exam. **(PREMIUM GRADE POINTS)**

<b>MATHEMATICS</b>
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**Regular Education Course Title**

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Algebra	1	9	
Geometry	1	10	Algebra I Credit
Algebra II	1	11	Algebra I credit, Geometry credit
PreAP Algebra II	1	10, 11	Algebra I credit, Geometry credit
Mathematical Models with Applications	1	9, 10, 11, 12	May be taken concurrently with Algebra I or concurrently with Geometry, or Algebra I credit, Geometry credit
Pre-Calculus	1	11, 12	Algebra I credit, Algebra II credit, Geometry credit
PreAP Pre-Calculus	1	11, 12	Algebra I credit, Algebra II credit, Geometry credit
Independent Study Math	1	11, 12	Algebra I credit, Algebra II credit, Geometry credit

**Advanced Placement Course Titles**

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
AP Statistics	1	11, 12	Algebra I & II credit, Geometry credit
AP Calculus AB	1	12	Algebra I & II credit, Geometry, Pre-calculus credit
AP Calculus BC	1	12	Algebra I & II credit, Geometry, Pre-calculus credit

<b>Regular Education Course Titles</b>
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**Algebra I**

Algebra I students use symbols in a variety of ways to study relationships among quantities. They use functions to represent and model problem situations and to analyze and interpret relationships. Students use a variety of representations, tools, and technology to model mathematical situations and to solve meaningful problems. Students continually use problem solving, computation in problem-solving contexts, language and communication, connections within and outside mathematics, and reasoning, as well as multiple representations, applications and modeling and justification and proof. ***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.

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**Fundamental Algebra I**

**Prerequisite: Committee Placement** – Students will examine the same topics and objectives as in Algebra I. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental Algebra I will take the Algebra I STAAR Modified EOC exam.

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**Consumer Algebra I**

**Prerequisite: Committee Placement** – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. 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 Algebra I will take the Algebra I STAAR Alt EOC exam.

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**Geometry**

**Prerequisite: Algebra I credit** Geometry students study properties and relationships having to do with size, shape, location, direction, and orientation of figures. They solve meaningful problems using geometric ideas, relationships, properties, and extend their use of algebraic concepts. As they do geometry, students continually use problem solving; computation in problem-solving contexts; language and communication; connections within and outside mathematics; reasoning; as well as multiple representations; applications and modeling; and justification and proof. Students enrolled in Geometry will take the Geometry STAAR EOC exam.

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**Fundamental Geometry**

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**Prerequisite: Committee Placement** – Students will examine the same topics and objectives as in Geometry. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental Geometry will take the Geometry STAAR Modified EOC exam.

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**Consumer Geometry**

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**Prerequisite: Committee Placement** – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. 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 Geometry will take the Geometry STAAR Alt EOC exam.

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**PreAP Geometry**

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**Prerequisite: Algebra I credit** Students will examine the same topics and objectives as in Geometry, but with a greater emphasis on depth, complexity, and analysis. **(PREMIUM GRADE POINTS)** Students enrolled in PreAP Geometry will take the Geometry STAAR EOC exam.

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**Algebra II**

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**Prerequisites: Algebra I credit and Geometry credit** Algebra II students continue their study of algebraic concepts and the relationships among them to better understand the structure of algebra. Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. They learn that equations and functions are algebraic tools that can be used to represent geometric curves and figures and they perceive the connections between algebra and geometry and use the tools of one to help solve problems in the other. Students enrolled in Algebra II will take the Algebra II STAAR EOC exam.

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**Fundamental Algebra II**

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**Prerequisite: Committee Placement** – Students will examine the same topics and objectives as in Algebra II. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

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**Consumer Algebra II**

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**Prerequisite: Committee Placement** – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. 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.

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**PreAP Algebra II**

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**Prerequisites: Algebra I credit and Geometry credit** Students will examine the same topics and objectives as in Algebra II, but with a greater emphasis on depth, complexity, and analysis. **(PREMIUM GRADE POINTS)** Students enrolled in PreAP Algebra II will take the Algebra II STAAR EOC exam.

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**Mathematical Models with Applications**

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**Prerequisites:** May be taken concurrently with Algebra I, concurrently with Geometry, *or* Algebra I credit and Geometry credit Mathematics Models students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, and to solve problems. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students entering grade 9 in the fall of 2007 and thereafter may complete this course prior to Algebra II and graduate on the Recommended High School Program.

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**Fundamental Math Models**

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**Prerequisite:** Committee Placement – Students will examine the same topics as in Math Models with Applications. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

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**Consumer Math Models**

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**Prerequisite:** Committee Placement – Students will focus on developing and strengthening math skills through practice and by applying the fundamental skills of everyday living and work computation including: budgeting, time, measurement, basic banking, transportation, and the cost of goods and services. 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.

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**Pre-Calculus**

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**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit Pre-Calculus students continue to build upon their Algebra I, Algebra II, and Geometry foundations by using symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students use a variety of representations, tools, and technology to model functions and equations and solve problems. Pre-Calculus provides the foundation for college mathematics.

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**PreAP Pre-Calculus**

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**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit Students will examine the same topics and objectives as in Pre-Calculus, but with a greater emphasis on depth, complexity, and analysis. The curriculum will focus on preparing students for Advanced Placement Calculus.  
**(PREMIUM GRADE POINTS)**

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**Advanced Quantitative Reasoning**

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**Prerequisites:** Algebra I credit, Geometry credit, and Algebra II credit Students continue to build upon Algebra I, Algebra II, and Geometry foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations.

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**Independent Study - Math**

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**Prerequisites:** **Algebra II, and Geometry credit** Students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. The requirements for each course must be approved by the local district before the course begins. If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professionals or approved by the student's mentor.

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**Advanced Placement Course Titles**

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**AP Statistics**

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**Prerequisites:** **Algebra I credit, Geometry credit, and Algebra II credit** Content requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. **(PREMIUM GRADE POINTS)**

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**AP Calculus AB**

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**Prerequisites:** **Algebra I credit, Geometry credit, and Algebra II, and Pre-Calculus credit** Calculus AB is a full year Calculus course that covers material equivalent to that taught in college-level Calculus I at most colleges. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. **(PREMIUM GRADE POINTS)**

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**AP Calculus BC**

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**Prerequisites:** **Algebra I credit, Geometry credit, and Algebra II, and Pre-Calculus credit** Calculus BC is a full year Calculus course that covers material equivalent to that taught in college-level Calculus I and Calculus II at most colleges. BC Calculus includes all the topics taught in AB Calculus plus additional topics. Students who successfully complete the course and the optional AP examination may receive credit and/or advanced placement for one course beyond what is granted for Calculus AB. **(PREMIUM GRADE POINTS)**

## PHYSICAL EDUCATION AND 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 Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Adventure/Outdoor Education	1/2-1	9, 10, 11, 12	None
Aerobic Activities	1/2-1	9, 10, 11, 12	None
Foundations of			
Personal Fitness	1/2 -1	9, 10, 11, 12	None
Individual or Team Sports	1/2 -1	9, 10, 11, 12	

**Please note only a total of 1 credit can be earned for Individual/Team sports**



### **Health Education Course Titles**

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Health Education	½	9, 10, 11, 12	None
Advanced Health	½	10, 11, 12	Health Education
Sports Medicine I	1/2 - 1	9, 10, 11, 12	Health Education
Sports Medicine II	1/2 - 1	10, 11, 12	Sports Medicine I

### **Approved P.E. Substitution Course**

Athletics a, b	1/2 - 4	9, 10, 11, 12	
Cheerleading a, b	1/2 - 1	9, 10, 11, 12	Audition
Dance	1/2 - 1	9, 10, 11, 12	
Marching Band	1/2 - 1	9, 10, 11, 12	
JROTC	1/2 - 1		
District Approved private/commercially sponsored activity	1/2 - 4	9, 10, 11, 12	

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### **Health Education (Required Pasadena ISD graduation requirement)**

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.

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### **Consumer Personal Health**

**Prerequisite: Committee Placement** – 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.

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### **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 jogging, aerobic activities, weight training, and fitness testing; they will design their own personal fitness program.

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### **Adventure/Outdoor Education**

Students enrolled in adventure 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. Competency in two or more outdoor education activities is recommended.

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### **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. Competency in two or more outdoor education activities is required.

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**Individual Sports**

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This is an activity course designed to analyze, review, practice and improve movement skills basic to selected lifetime 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 sports.

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**Team Sports**

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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, develop an appreciation for teamwork and fair play, and gain competency in two or more sports.

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**Adaptive Physical Education I – IV**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in Foundations of Personal Fitness and Team Sports. Students will receive instructional modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS) and individualized per student need.

## SCIENCE

### **Core Courses**

Course	Credit	Grade	Prerequisite(s)
PAP Biology	1	9, 10	Met Standard on Grade 8 Science STAAR
Biology	1	9, 10	(none)
Integrated Physics & Chemistry (IPC)	1	10	Biology, Algebra I
PAP Chemistry	1	10, 11	Biology, Algebra I, Geometry (in progress); Level II or III on Biology STAAR* and Algebra I STAAR*
Chemistry	1	10, 11	Biology, Algebra I, Geometry (in progress); Level II or III on Algebra I STAAR*
PAP Physics	1	11, 12	Biology, Chemistry, Algebra II (in progress); Level II or III on Biology STAAR, Chemistry STAAR*, Algebra I STAAR and Geometry STAAR*
Physics	1	11, 12	Biology, Chemistry, Math Models (in progress) or Algebra II (in progress); Level II or III on Algebra I STAAR* and Geometry STAAR*

*\*applies to students for whom STAAR is the graduation requirement*

### **4th Year Science Courses**

Course	Credit	Grade	Prerequisite(s)
Anatomy & Physiology of Human Systems	1	11, 12	Biology, IPC (or Chemistry AND Physics)
Aquatic Science	1	11, 12	Biology, IPC (or Chemistry AND Physics)
Astronomy	1	11, 12	Biology, IPC (or Chemistry AND Physics)
Environmental Systems	1	11, 12	Biology, IPC (or Chemistry AND Physics)

### **Advanced Placement Courses**

Course	Credit	Grade	Prerequisite(s)
AP Biology	1 or 1.5	10, 11, 12	Biology, Chemistry (in progress), Level II or III on high school science and math state assessments
AP Chemistry	1 or 1.5	11, 12	Biology, Chemistry, Algebra II (in progress), Level II or III on high school State science and math assessments
AP Environmental Science	1 or 1.5	10, 11, 12	Biology, Chemistry, (in progress), Algebra I, Level II or III on high school science and math state assessments
AP Physics I	1 or 1.5	11, 12	Biology, Chemistry (in progress), Algebra II (in progress), Met Standard on high school science and math state assessments
AP Physics II	1 or 1.5	11, 12	Biology, Chemistry, Physics I, Algebra II, Met Standard on high school science and math state assessments
AP Physics C	1 or 1.5	11, 12	Biology, Chemistry, Physics, AP Physics B (in progress), Calculus, Met Standard on high school science and math state assessments

## CORE SCIENCE COURSES

### BIOLOGY

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#### PreAP Biology

**Prerequisite: Met Standard on the Grade 8 Science STAAR** – Students will examine the same topics as in Biology, but with a greater emphasis on depth, complexity, and analysis. **(PREMIUM GRADE POINTS)**

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#### Biology

**Prerequisite: (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.

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#### Fundamental Biology

**Prerequisite: Committee Placement** – Students will examine the same topics as in Biology. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental Biology will take the Biology STAAR-M (modified) EOC exam.

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#### Consumer Biology

**Prerequisite: Committee Placement** – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. 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 Biology will take the Biology STAAR-ALT (alternative) EOC exam.

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### INTEGRATED PHYSICS & CHEMISTRY (IPC)

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#### Integrated Physics & Chemistry (IPC)

**Prerequisite: 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. **To count as one of the four science credits on the Recommended Graduation Plan, IPC must be completed PRIOR to completion of Chemistry AND Physics.**

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#### Fundamental Integrated Physics & Chemistry (IPC)

**Prerequisite: Committee Placement** – Students will examine the same topics as in IPC. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

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**Consumer Integrated Physics & Chemistry (IPC)**

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**Prerequisite: Committee Placement** – Students will study the care of living things, energy conservation, consumer electricity, nutrition, safe food practices, and proper use of household chemicals. 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.

**CHEMISTRY**

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**PreAP Chemistry**

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**Prerequisite: Biology, Algebra I, Geometry (in progress); Level II or III on Biology STAAR and Algebra I STAAR** – Students will examine the same topics as in Chemistry, but with a greater emphasis on depth, complexity, and mathematical analysis. **(PREMIUM GRADE POINTS)**

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**Chemistry**

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**Prerequisite: Biology, Algebra I, Geometry (in progress); Level II or III on Algebra I STAAR** – 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**

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**PreAP Physics**

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**Prerequisite: Biology, Chemistry, Algebra II (in progress); Level II or III on Biology STAAR, Chemistry STAAR, Algebra I STAAR and Geometry STAAR** – The Physics PAP topics and objectives are similar to Physics. The course topics are covered in greater depth, intensity, and with higher academic expectations. Students will be prepared for AP Physics. **(PREMIUM GRADE POINTS)**

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**Physics**

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**Prerequisite: Biology, Chemistry, Math Models (in progress) or Algebra II (in progress); Level II or III on Algebra I STAAR and Geometry STAAR** – 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.

<b>4<sup>TH</sup> YEAR SCIENCE COURSES</b>
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**Anatomy and Physiology of Human Systems**

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**Prerequisite: Biology, IPC (or Chemistry AND Physics)** – 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.*

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### **Aquatic Science**

**Prerequisite: Biology, IPC (or Chemistry AND 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.*

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### **Astronomy**

**Prerequisite: Biology, IPC (or Chemistry AND 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.*

<sup>3</sup>/<sub>4</sub> This course is available through the Pasadena Virtual School.

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### **Environmental Systems**

**Prerequisite: Biology, IPC (or Chemistry AND 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.*

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### **Fundamental Environmental Systems**

**Prerequisite: Committee Placement** – Students will receive curriculum modifications related to their individual needs. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). The TEKS include 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.

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### **Consumer Environmental Systems**

**Prerequisite: Committee Placement** – Students will learn functional skills related to the environment in which they live. Students will participate in functional activities that use scientific method, decision-making process and scientific problem solving. Coursework and assessments are based on alternate academic standards that are linked to the grade level Texas Essential and Skills (TEKS).

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<b>ADVANCED PLACEMENT COURSES</b>
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### **AP Biology**

**Prerequisite: Biology, Chemistry, Algebra I, Met Standard on high school science and math state assessments** - Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

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### **AP Chemistry**

**Prerequisite: Biology, Chemistry, Algebra II (in progress), Met Standard on high school science and math state assessments** – Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

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### **AP Environmental Science**

**Prerequisite: Biology, Chemistry, (in progress), Algebra I, Met Standard on high school science and math state assessments** – Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

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### **AP Physics I**

**Prerequisite: Biology, Chemistry, Algebra II (in progress), Met Standard on high school science and math state assessments** – Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

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### **AP Physics II**

**Prerequisite: Biology, Chemistry, AP Physics I, Algebra II, Met Standard on high school science and math state assessments** – Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

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### **AP Physics C**

**Prerequisite: Biology, Chemistry, Physics, Algebra II, Calculus, Met Standard on high school science and math state assessments** – Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description. **(PREMIUM GRADE POINTS)**

## Additional 4th YEAR SCIENCE COURSE TITLES (Selected Campuses)

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### Medical Microbiology (1/2 Credit)

**Prerequisite:** **Biology, Chemistry, Algebra II (in progress)** – Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Critical thinking and scientific problem solving are used to research and understand the historical development of microbiology as it relates to: health maintenance and the role of microbes in infectious diseases, chemical processes of microorganisms, the morphology and characteristics of microorganisms, factors for microbial growth and reproduction, and the role of beneficial microbes that colonize the human body. *Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.*

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### Pathophysiology (1/2 Credit)

**Prerequisite:** **Biology, Chemistry, Anatomy & Physiology of Human Systems, and Algebra II (in progress)** – Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Course topics include: the mechanisms of pathology, homeostasis, mutations and neoplasms; the identification of factors that contribute to disease; pathogenic organisms, chemical agents, environmental pollution and trauma of the disease process; human diseases, prevention and control; public health issues; the effects of stress and aging; the evaluation of treatment options for diseases; world health issues and diseases; and the development of a plan for personal health and wellness. *Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.*

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### Engineering Design (Infinity Project)

**Prerequisite:** **Physics (completed or in progress), Algebra II (in progress)** – The Infinity Project provides an engineering/technology curriculum designed for students. The students will be exposed to fundamental elements of technology so they will become competent, functioning, well- rounded citizens of the information age. This program helps all students realize, through hands-on experiments and general course work, that the math and science they have been learning is applicable to real-world problems and a wide variety of occupations. *Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.*

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### Scientific Research and Design

**Prerequisite:** **Biology, IPC (or Chemistry AND Physics), Algebra I, and Geometry** – Students will conduct 40% lab and fieldwork using safe, environmentally appropriate and ethical practices. Course topics include: experimental, descriptive and comparative scientific inquiry, scientific decision-making including scientific methodology and application of scientific information, scientific systems, interaction between systems, and interaction with the external environment. This course requires students complete and present an individual or team scientific research project for entering in the district Science Fair. *Refer to individual graduation plan to determine if course counts as a science graduation credit or elective course.*



## SOCIAL STUDIES

### Regular Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
World Geography Studies	1	9, 10	None
Pre-AP World Geography Studies	1	9, 10	None
World History Studies	1	9, 10	None
Pre-AP World History Studies	1	9, 10	None
United States History Studies Since Reconstruction	1	11	World Geography or World History (both recommended)
United States Government	½	12	World Geography or World History (both recommended) and United States History
Economics	½	12	World Geography or World History (both recommended) and United States History

### Advanced Placement Course Titles

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
AP World History	1	10, 11, 12	None
AP European History	1	11, 12	None
AP United States History	1	11	World Geography & World History
AP Human Geography	1	12	World Geography & World History
AP Government	1/2	12	World Geography, World History, U.S. History
AP Economics Macro or Micro	1/2	12	World Geography, World History, U.S. History

### Elective Courses

Specific elective courses offered at each campus depend upon student interest and available resources.

<u>Course Title</u>	<u>Credit</u>	<u>Grade</u>	<u>Prerequisite</u>
Philosophy	1/2	11, 12	None
Psychology	1/2	11, 12	World Geography or World History (Both and U.S. History may be taken concurrently)
AP Psychology	1/2	11, 12	World Geography or World History (Both and U.S. History may be taken concurrently)
Sociology (Completed or in Progress)	1/2	9, 10 11, 12	World Geography
Special Topics in Social	1/2 - 1	11, 12	World Geography or World History (Both and U.S. History may be taken concurrently)
Social Studies Research	1/2 - 1	11, 12	World Geography or World History (Both and U.S. History may be taken concurrently)
Social Studies Advanced	1/2 - 1	12	World Geography or World History (Both and U.S. History may be taken concurrently)
Economics Advanced Studies	1/2 - 1	12	World Geography or World History (Both and U.S. History may be taken concurrently)

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**World Geography Studies**

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This course examines people, places, and environments on local, regional, national and international scales from the spatial and ecological perspectives of geography. It describes the influence of geography on events of the past and present and examines cultural influences, regional characteristics, and the impact of technology. Students enrolled in World Geography will take the World Geography STAAR EOC exam.

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**Fundamental World Geography**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in World Geography. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental World Geography will take the World Geography Modified EOC exam.

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**Consumer World Geography**

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**Prerequisite: Committee Placement** – 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 World Geography will take the World Geography STAAR Alt EOC exam.

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**Pre-AP World Geography Studies**

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Students examine the same topics as in World Geography Studies, but with greater depth and complexity. **(PREMIUM GRADE POINTS)** Students enrolled in Pre-AP World Geography will take the World Geography STAAR EOC exam.

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**World History Studies**

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This is the only course offering students an overview of the entire history of mankind from earliest times to the present. Major emphasis is on the study of significant people, events, and issues in western civilization and in civilizations in other parts of the world as well. Provides a foundation for higher level social studies courses. Students enrolled in World History will take the World History STAAR EOC exam.

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**Fundamental World History Studies**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in World History Studies. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental World History will take the World History Modified EOC exam.

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**Consumer World History Studies**

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**Prerequisite: Committee Placement** – 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 World History will take the World History STAAR Alt EOC exam.

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**Pre-AP World History Studies**

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Students examine the same topics as in World History Studies, but with greater depth and complexity. **(PREMIUM GRADE POINTS)** Students enrolled in Pre-AP World History will take the World History STAAR EOC exam.

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**United States History Studies Since Reconstruction**

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This course is the second part of a two-year study of U.S. History that begins in grade 8. Content focuses on political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements, including civil rights. Students are introduced to the process of historical inquiry. Students enrolled in US History will take the US History STAAR EOC exam.

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**Fundamental US History**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in US History. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS). Students enrolled in Fundamental US History will take the US History Modified EOC exam.

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**Consumer US History**

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**Prerequisite: Committee Placement** – 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 US History will take the US History STAAR Alt EOC exam.

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**United States Government**

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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.

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**Fundamental US Government**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in US Government. Students will receive curriculum modifications related to their student’s individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

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**Consumer US Government**

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**Prerequisite: Committee Placement** – 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.

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**Economics**

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Economics is the study of basic principles of production, consumption, and distribution of goods and services in the U.S. free enterprise system and a comparison of this system with systems in others parts of the world. Students apply critical thinking skills to evaluate economic activity patterns. This course is the culmination of economic content and concepts studied from kindergarten. This course is available through the Pasadena Virtual School.

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**Fundamental Economics**

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**Prerequisite: Committee Placement** – Students will examine the same topics as in Economics. Students will receive curriculum modifications related to their student's individual learning patterns. Coursework and assessments are based on modified Texas Essential and Skills (TEKS).

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**Consumer Economics**

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**Prerequisite: Committee Placement** – 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.

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**AP World History Studies**

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Content requirements for AP World History Studies are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)** Students enrolled in AP World History will take World History STAAR EOC exam.

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**AP European History**

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Content requirements for AP European are prescribed in the College Board Advanced Placement course description **(PREMIUM GRADE POINTS)**

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**AP United States History**

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**Prerequisite: World Geography or World History.** Content requirements for AP United States History are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)** Students enrolled in AP US History will take the US History STAAR EOC exam.

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**AP Human Geography**

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**Prerequisite: World Geography or World History.** Content requirements for AP Human Geography are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

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**AP Government**

**Prerequisite: World Geography, World History U.S. History.** Content requirements for AP Government are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

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**AP Economics**

**Prerequisite: World Geography, World History, U.S. History.** Content requirements for AP Economics are prescribed in the College Board Advanced Placement course description.

*AP Macroeconomics* gives students a thorough understanding of the principles of economics that apply to an economic system as a whole

*AP Microeconomics* gives students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. **(PREMIUM GRADE POINTS)**

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**Philosophy**

This one-half credit elective course will provide an opportunity for students to use ideas from the past to develop their own opinions about important issues affecting their lives.

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**Psychology**

**Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently.** This course is the study of the development of the individual and the personality. Students explore topics such as theories of human development, personality, motivation, and learning.

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**AP Psychology**

**Prerequisite: World Geography or World History (Both are recommended); U.S. History may be taken concurrently.** Content requirements for AP Psychology are prescribed in the College Board Advanced Placement course description. **(PREMIUM GRADE POINTS)**

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**Sociology**

**Prerequisite: World Geography (Completed or in Progress)** Dynamics and models of individual and group relationships; includes such topics as history and systems of sociology, cultural and social norms, social institutions, and mass communications.

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**Special Topics in Social Studies**

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

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**Social Studies Research Methods**

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

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### **Social Studies Advanced Studies**

**Prerequisite: World Geography, World History, U.S. History, Government or Economics (Completed or in Progress).** Students working independently or in collaboration with a mentor, investigate a problem, issue, or concern, research the topic using a variety of technologies, and present a product of professional quality to an appropriate audience. *This is available only to students pursuing the Distinguished Achievement Program.*

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### **Economics Advanced Studies**

**Prerequisite: World Geography, World History, U.S. History, Government or Economics (Completed or in Progress).** Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern, research the topic using a variety of technologies, and present a product of professional quality to an appropriate audience. *This is available only to students pursuing the Distinguished Achievement Program.*

<b>JROTC</b>
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### **JROTC (MILITARY SCIENCE)**

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

Air Force JROTC is offered at J. Frank Dobie High School and its mission is to “Make Better Citizens for America”. The program consists of 180 to 120 contact hours in a school year that includes a combination of Aerospace Science (AS), Leadership Education (LE), and Health & Wellness (H&W). The break out of contact time in each category is 40% AS, 40% LE, and 20% H&W.

Aerospace Science consists of seven courses: A Journey Into Aviation History; The Science of Flight; Cultural Studies: An Intro to Global Awareness; Exploring Space: The High Frontier; Management of the Cadet Corps; Survival: Survive and Return; Aviation Honors Ground School Program.

Leadership Education consists of five courses: Citizenship, Character, & Air Force Tradition; Communication, Awareness, and Leadership; Life Skills and Career Opportunities; Principles of Management; Drill and Ceremonies.

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

The Air Force JROTC program is a 3- or 4-year program but will except students that will participate with less than 3 years remaining before graduating. Classes can be blended with students from 9<sup>th</sup> to 12<sup>th</sup> grade. Enrollment is open to all students that are physically fit.

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#### **ARMY JROTC – Army Junior Reserve Officers’ Training Corps**

Army JROTC I-IV (SRHS) (1/yr. Open to all students regardless of 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 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.

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

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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.

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### **NAVY JROTC – Navy Junior Reserve Officer Training Corps**

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Navy Junior ROTC is available at South Houston High School. Pasadena Memorial, and Career and Technical High School 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 have set goals through the clusters to offer students skill development that meets industry standards and leads to an industry certification when possible. Industry certifications are important components of CTE programs, and are gaining importance in the business world as evidence of skill attainment. Hundreds of certification is available and more are introduced each year. Earning a certification has many benefits. It gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable.

The chart below identifies the certifications, course and the career cluster in which CTE students have the opportunity to earn the certification or licensures that would be most sought after by local employers. For more information contact the Pasadena ISD Career and Technical Education office at 713-740-0802.

<b>Certification</b>	<b>Course</b>	<b>Career Cluster</b>
Computer Service Technical	Computer Maintenance	Information Technology
Educational Aide I Certificate	Instruction Practice in Education & Training	Education and Training
Network + Certification	Telecommunication & Networking	Information Technology
OSHA Ten-Hour Safety Certification	Welding; Advanced Building Maintenance Technology; Advanced Construction Mgt.; Advanced Electrical Technology; Advanced HVAC and Refrigeration Technology	Architecture & Construction and Manufacturing
Pharmacy Technician	Health Science	Health Science
Powered Industrial Truck Forklift Operator	Welding; Advanced Building Maintenance Technology; Advanced Construction Mgt.; Advanced Electrical Technology; Advanced HVAC and Refrigeration Technology	Architecture & Construction; Manufacturing and Transportation, Distribution & Logistics
Certified Nurse Aide	Health Science	Health Science
Emergency Medical Technician Basic	Health Science	Health Science
Automotive Service Technician	Automotive Technology; Collision Repair & Refinishing	Transportation, Distribution & Logistics
I-Car	Collision Repair & Refinishing	Transportation, Distribution & Logistics
NCCER	Welding; Advanced Building Maintenance Technology; Advanced Construction Mgt.; Advanced Electrical Technology; Advanced HVAC and Refrigeration Technology	Architecture & Construction, Manufacturing and Transportation, Distribution & Logistics
Cosmetology	Cosmetology I & II	Human Services

## Career and Technical Education Classes

The US Department of Education and the Texas Education Agency has implemented the Career Cluster concept to help you organize and prepare for college and your future career by linking together both core and elective courses based on similarities. The 16 Career Clusters are explained below along with a listing of our Career and Technical Education classes in the clusters.

For more information on the 16 Career Clusters, you can view these websites:

<http://www.achievetexas.org> <http://www.careerclusters.org>



**Agriculture, Food & Natural Resources** is a GROWING field. Students who are in this cluster learn to become farmers and ranchers tending Texas crops and livestock; utility operators providing oil, electricity, and natural gas; and conservationists protecting wilderness and wildlife.

***PISD Classes Include:***

Advanced Animal Science	Landscape Design & Turf Grass Mgt.
Advanced Plant & Soil Science	Livestock Production.
Agricultural Facilities Design	Principles & Elements of Floral Design
Equine Science	Small Animal Management
Horticulture Science	Wildlife, Fisheries & Ecology Mgmt.
Veterinary Medical Applications	Agricultural Mechanics and Metal Technologies
Practicum in Ag., Food & Natural Resources	Principles of Ag., Food & Natural Resources

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**Architecture & Construction** is a DREAM BUILDER career. If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, painting, furniture and art this is the right cluster for you.

***PISD Classes Include:***

Architectural Design	Adv. HVAC and Refrigeration Technology
Advanced Architectural Design	Construction Technology
Advanced Building Maintenance Technology	Interior Design
Construction Management	Practicum in Construction Management
Advanced Electrical Technology	Principles of Architecture & Construction

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**Arts, A/V Technology & Communications** the WORLD is your STAGE. People who work in this cluster may entertain and inform through an ever-growing array of new media forms.

***PISD Classes Include:***

Audio Video Production	Adv. Audio/Video Production
Graphic Design & Illustration	Adv. Graphic Design & Illustration
Fashion Design	Video Game Design
Animation	Practicum of Audio/Video
Principles of Arts & Audio Video Technology	
Practicum of Graphic Design & Illustration	

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**Business Management and Administration** touches EVERYTHING in your WORLD. Every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you.

***PISD Classes Include:***

Business Information Management I	Global Business
Business Information Management II	Practicum in Business Management
Business Law	Principles of Business, Marketing & Finance
Virtual Business	

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**Education and Training** is the PROFESSION that makes ALL other PROFESSIONS possible. Students in this cluster install the knowledge and skills everyone from preschoolers to adults learners needs to succeed.

***PISD Classes Include:***

Principles of Education and Training
Instructional Practices in Education and Training
Practicum in Education and Training

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**Finance** (MONEY) makes the WORLD go round. If you are good at numbers, want to play the stock market, or enjoy working with the public then this is the right cluster for you.

***PISD Classes Include:***

Accounting I  
Accounting II

Banking and Financial Services  
Money Matters

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**Government and Public Administration** touch every MEMBER of society EVERYDAY. If you want to serve your community, run for public office someday, or protect our rights and freedoms then you are in the right cluster.

***PISD Classes Include:***

None at this time

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**Health Science** careers can range from aides to CEO's. You are in the right cluster if you feel a calling to care for others, won't faint at the sight of blood, or want to pursue a profession on the cutting edge of technology.

***PISD Classes Include:***

Health Science  
Practicum in Health Science

Principles of Health Science

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**Hospitality & Tourism** is about keeping everyone happy. If you want to see the world, enjoy serving others and pleasing the public then you are in the right cluster.

***PISD Classes Includes:***

Culinary Arts	Practicum in Hospitality & Tourism
Practicum in Culinary Arts	Restaurant Management
Principles of Hospitality & Tourism	Hotel Management

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**Human Services** is a LIFETIME of SERVICE. If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services could be the right cluster for you.

***PISD Classes Includes:***

Child Development	Cosmetology I
Child Guidance	Cosmetology II
Intro to Cosmetology	Lifetime Nutrition and Wellness
Principles of Human Services	

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**Information Technology** is needed in EVERY business in TEXAS. Keeping electronic data flowing takes both technical expertise and problem-solving savvy.

***PISD Classes Includes:***

Computer Technician	Telecommunications & Networking
Computer Programming	Web Technologies
Principles of Technology	Digital & Interactive Media

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**Law, Public Safety, Corrections, and Security** equal JOB Security. If you have a calling to serve others, can keep a cool head under pressure, or low the law, then this could be the right career for you.

***PISD Classes Includes:***

Law Enforcement I	Court Systems & Practice
Law Enforcement II with Government/Economics	Principles of Law, Public Safety
Practicum in Law, Public Safety, Correction and Security	

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**Manufacturing** is a cluster that you can GEAR UP for. If you like building things, can follow detailed instructions, or are good at organizing people and processes, then manufacturing could be the right cluster for you.

***PISD Classes Include:***

Advanced Welding	Welding
Career Preparation I & II	Practicum in Manufacturing
Principles of Manufacturing	

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**Marketing**, sales & service starts with SELLING YOU. If you enjoy making that sale then you are in the right cluster.

***PISD Classes Includes:***

Fashion Marketing	Entrepreneurship
Practicum in Marketing Dynamics	Marketing Dynamics
Sports & Entertainment Marketing	Retailing & E-tailing

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**Science, Technology, Engineering and Mathematics** make NEW discoveries EVERY DAY. This cluster is all about having a better understanding and improves the world around us.

***PISD Classes Includes:***

Concepts of Engineering and Technology	Robotics and Automation
Electronics	Pre-Engineering
Engineering Design & Presentation	Adv. Engineering Design & Presentation
Practicum of STEM	

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**Transportation, Distribution and Logistics** are MOVERS and SHAKERS. This cluster is responsible for ensuring that everyone and everything gets to the right place on time at the lowest possible cost.

***PISD Classes Includes:***

Advanced Collision Repair & Refinishing	Logistics, Planning & Management Systems
Advanced Automotive Technology	Automotive Technology
Small Engine Technology	Collision Repair & Refinishing
Energy, Power & Transportation Systems	Transportation System Management
Practicum in Transportation, Distribution & Logistics	

## Agriculture, Food & Natural Resources

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### Principles of Agriculture, Food and Natural Resources

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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: 9<sup>th</sup> – 10<sup>th</sup> Credits: 1

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### Livestock Production

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Recommended but not required Principles of Agriculture. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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### Small Animal Management

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Recommended but not required Principles of Agriculture. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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### Equine Science

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Recommended but not required Principles of Agriculture. This course is designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of horses through courage, collaboration, innovation and self-direction. Student will identify breeds, colors, and markings of horses, evaluate conformation and performance, develop feed rations, analyze internal and external anatomies, review basic grooming and health practices, and address training and handling practices. FFA membership recommended.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Advanced Animal Science**

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Recommended but not required Principles of Agriculture. This course is developed to prepare students for careers in the field of animal science. The students will learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the correspondence of human, scientific, and technological aspects of animal science through field and laboratory experience. FFA membership recommended.

Grades: 12 Credits: 1

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**Wildlife, Fisheries and Ecology Management**

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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: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Veterinary Medical Applications**

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Requires successful completion of 2 additional Agriculture, Food , and Natural Resource courses. 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: 12<sup>th</sup> Credits: 1  
School: CTHS only Application. Yes

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**Principles and Elements of Floral Design**

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Recommended but not required Principles of Agriculture. 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. Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Landscape Design and Turf Grass Management**

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Requires successful completion of Principles & Elements of Floral Design or Horticulture Science. This course prepares students for careers in landscape design and turf grass management, 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. Students will develop skills in design, construction and maintenance of outdoor landscapes and structures for the beautification of homes, businesses, and recreation areas. Students will explore design principles, the use of trees, shrubs and flowering plants and the use of proper landscape tools and structures. FFA membership recommended.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Horticulture Science**

Recommended but not required Principles of Agriculture. This laboratory class prepares students to produce, process, and market horticulture plants used primarily for ornamental, recreational, and aesthetic purposes through courage, collaboration, Innovation, and self-direction. The course also addresses topics and skills in establishing, maintaining, and managing horticultural enterprises. FFA membership recommended.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Agricultural Mechanics and Metal Technologies**

Recommended but not required Principles of Agriculture. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Agricultural Facilities Design and Fabrication**

Requires successful completion of Agriculture Mechanics and Metal Technology. To be prepared for careers in 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. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation as well as metal working techniques through courage, collaboration, innovation and self-direction. FFA membership recommended.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Practicum in Agriculture, Food and Natural Resources**

Requirs successful completion of 2 additional Agriculute, Food , and Natural Resouce courses.

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

Grades: 12<sup>th</sup> Credits: 2 to 3

Application: Yes

## Architecture & Construction

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### Principles of Architecture and Construction (Satisfies Technology Credit)

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This course provides a basic understand of the architecture, interior design, construction science and construction technology fields.

Grades: 9<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### Interior Design

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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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### Architectural Design -

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Recommended but not required - Principles of Architecture and Construction or Concepts of Engineering and Technology. Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### Advanced Architectural Design -

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Requires successful completion of Architecture and Architectural Design. Students gain advanced knowledge and skills in architecture, construction science, drafting, interior design and landscape architecture. Knowledge of tools related to the production of drawings, rendering, and scaled models for commercial or residential architectural purposes will be discussed.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### Advanced Construction Management -

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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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3

Schools: CTHS Application: Yes

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### Practicum in Construction Management -

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Requires successful completion of Advanced Construction Management. This course is a continuation of Advanced Construction Management. Students gain advanced skills needed for a career as a carpenter or building maintenance supervisor.

Grades: 12<sup>th</sup> Credits: 3

Schools: CTHS Application: Yes

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**Construction Technology -**

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Requires successful completion of Principles of Architecture and Construction. This course addresses the utilization of construction for residential and civil structures. Students use common construction tools, machines, materials and processes. Experiences in planning and controlling construction systems and projects allow students to explore the organizational structures and management strategies in construction.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Advanced Building Maintenance Technology -**

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Students gain knowledge and skills specific to those needed to enter the workforce as an electrician or air condition & refrigeration intern technician. Local and state regulating codes will be discussed. This course will prepare students for internship/apprenticeship training in the electrical or HVAC field. This field is growing in the Houston area.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3  
Schools: CTHS Application: Yes

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**Advanced Electrical Technology -**

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Requires successful completion of Advanced Building Maintenance Technology. 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. This course will prepare students for internship/apprenticeship training in the electrical field.

Grades: 12<sup>th</sup> Credits: 3  
Schools: CTHS Application: Yes

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**Advanced HVAC and Refrigeration Technology -**

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Requires successful completion of Advance Building Maintenance Technology. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of commercial HVAC equipment, heat pumps, and troubleshooting techniques, various duct systems, and maintenance practices. This course will prepare students for internship/apprenticeship training in the HVAC and Refrigeration field.

Grades: 12<sup>th</sup> Credits: 3  
Schools: CTHS Application: Yes

## Arts, Audio/Video Technology and Communications

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### **Principles of Arts, Audio/Video Technology, and 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### **Audio/Video Production -**

This course focuses on pre-production, production, and post-production audio and video activities.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### **Advanced Audio/Video Production**

Requires successful completion of Audio/Video Production. 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: 12<sup>th</sup> Credits: 2

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### **Graphic Design and Illustration**

This course provides an introduction to visual communication through Digital Photography, Vector Graphics, and Typography. Students need a strong background in computers and proficiency in oral and written communication. Art 1 is recommended prior to taking this course.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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### **Advanced Graphic Design and Illustration**

Requires successful completion of Graphic Design and Illustration: 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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2

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### **Fashion Design**

If you like designing your own clothes then this is the class for you! 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: 10<sup>th</sup>-12<sup>th</sup> Credits: 1

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### **Animation**

The field of animation spans all aspects of motion graphics. Students will be expected to develop and understanding of the history and techniques of the animation industry.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

School: CTHS

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**Video Game Design**

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This course will introduce basic programming language and skills that are essential to developing a video game. Students will be provided the opportunity to design, program and create a functional video game.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

School: CTHS

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**Practicum in Audio/Video Technology**

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Requires successful completion of 2 additional Arts, Audio/Video Technology & Communication courses. 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: 12<sup>th</sup> Credits: 2 or 3

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**Practicum in Graphic Design and Illustration**

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Requires successful completion of 2 additional Arts, Audio/Video Technology & Communication courses. 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: 12 Credits: 2 or 3

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<b>Business, Management &amp; Administration</b>
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**Principles of Business, Marketing and Finance -**

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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: 9<sup>th</sup> – 11<sup>th</sup> Credits: 1

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**Business Information Management I -**

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This course prepares students with technology skills required by today's workforce. Students gain personal skills to strengthen individual performance in the workplace.

Grades: 9<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Business Information Management II -**

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Requires successful completion of Business Information Management I or Full year of PIT. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Business Law**

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Students analyze the social responsibility of businesses regarding issues in the legal environment.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Global Business -**

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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: 10<sup>th</sup> - 12<sup>th</sup> Credits: .5

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**Virtual Business**

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Students obtain the knowledge in the legal, managerial, marketing, financial and ethical operation of a business. The students will use their knowledge and skills to maintain a virtual business on the school campus.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Practicum in Business Management (PBM) – (Administrative Office Procedures Co-op – AOP)**

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Requires successful completion of Principles of Information Technology or BIM I or BIM 2.. 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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3

**Application: Yes**

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<b>Education and Training</b>
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**Principles of Education & Training**

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This course is designed to introduce various careers available in education. Students will analyze education careers and gain the basic knowledge and skills essential within the education and training pathway. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Grades: 9<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Instructional Practice in Education and Training**

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This course is a field-based internship that provides students with knowledge of child and adolescent development as well as effective teaching practices. Students receive classroom instruction and coordinated placement in various schools throughout the district, under the supervision of the classroom instructor. Students learn to plan and direct lessons and activities, prepare instructional materials and complete other responsibilities of teachers. Students must be 16 years of age.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2

Application: Yes

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**Practicum in Education and Training**

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Requires successful completion of Instructional Practice in Education and Training. Content for practicum is designed to meet the occupational needs and interests of students, based upon the knowledge and skills selected from related careers.

Grades: 12<sup>th</sup> Credits: 2

Application: Yes

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**Finance**

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**Money Matters -**

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Students will gain knowledge and skills in setting personal goals regarding budgets, use of credit and long-term investment options.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Banking and Financial Services**

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This course will introduce banking and financial concepts and the role of money in today's economy

Grades: 10<sup>th</sup> - 12<sup>th</sup> Credits: .5

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**Accounting I**

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Recommended Prerequisite: BIM I or Principles of Technology. Students are introduced to accounting concepts, principles and procedures. Students will formulate and interpret financial information for use in management decision making.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Accounting II**

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Requires successful completion of Accounting I Students continue their interest in accounting, including how it is impacted by outside factors such as economic, international and social factors.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Health Science**

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**Principles of Health Science**

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Requires successful completion of Biology I. Designed to develop health care knowledge, skills in effective communications, ethical responsibilities, basic anatomy and physiology, client care, safety, first aid, and CPR. Health Occupations Students of America (HOSA) student organization is available to students.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

Health Credit Waiver: Yes



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**Medical Terminology**

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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: 9<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Health Science**

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Requires successful completion of Principles of Health Science. This course is designed to provide hands-on experiences to develop knowledge and skills related to a wide variety of health careers. Health Occupations Students of America (HOSA) student organization is available to students.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Practicum in Health Science I**

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Requires successful completion of Principals of Health Science. 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: 11<sup>th</sup> - 12<sup>th</sup> Credits: 2 or 3

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**Practicum in Health Science II**

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Requires successful completion of Principals of Health Science. Students develop advanced clinical/co-op skills necessary for employment in the health care industry or continued education in health careers. The course may be taught as Cooperative Education or as occupationally specific Clinical Rotations. Health Occupations Students of America (HOSA) student organization is available to students. Students must be 16 years old and provide a copy of Social Security card. Industry certifications offered are CNA (Certified Nurse Aide), EMT-B (Emergency Medical Technician Basic) and CPhT (Pharmacy Technician). Students must also pass a criminal background check and drug screening. Student s must provide own transportation.

Grades: 11<sup>th</sup> - 12<sup>th</sup> Credits: 2 or 3

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**Hospitality and Tourism**

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**Practicum in Hospitality Services**

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This course provides unique opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Students at Dobie will internship at the Hobby Hilton all other schools internship at the Hobby Marriott. Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: Dobie students – 2

credits; All other students – 3 credits Schools: All **Application: Yes**

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**Culinary Arts**

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Requires successful completion of Principles of Hospitality and Tourism. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

Schools: All

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**Practicum in Culinary Arts**

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Requires successful completion of 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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2

Schools: Sam Rayburn, Pasadena, Pasadena Memorial

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**Principles of Hospitality and Tourism (Satisfies Technology Credit)**

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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: 9<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

Schools: All

<b>Human Services</b>
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**Principles of Human Services -**

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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: 9<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Lifetime Nutrition and Wellness -**

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Requires successful completion of Principles of Human Services. Students will apply knowledge and skills to establish goals for lifetime wellness and physical fitness.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5

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**Child Development**

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Recommended: Principles of Human Services. This course addresses knowledge and skills related to child growth and development from prenatal through school-age children.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Child Guidance -**

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Requires successful completion on Principles of Human Services and Child Development. This course is an internship to develop knowledge and skills for employment in the area of child care and guidance.

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2

School: CTHS Application: Yes

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**Introduction to Cosmetology**

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This course introduces student's to the basic manipulative skills in manicuring, professional image and conduct and personal hygiene. Includes basic sterilization, sanitation and principles of hair cutting.

Grades:	10 <sup>th</sup>	Credits:	1
School:	CTHS	Application:	Yes

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**Cosmetology I**

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Requires successful completion of Introduction to Cosmetology. 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:	11 <sup>th</sup>	Credits:	3
School:	CTHS	Application:	Yes

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**Cosmetology II**

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Requires successful completion of 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:	12 <sup>th</sup>	Credits:	3
Schools:	CTHS	Application:	Yes

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**Practicum of Human Services**

---

Requirs successful completion of 2 additional Human Services courses. The practicum course is designed to give students an opporuntiy to enhance their previous learning by particpating in a paid or unpaid internship in their chosen Human Service field.

**Information Technology**

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**Computer Maintenance – (A+ Certification)**

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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:	11 <sup>th</sup> – 12 <sup>th</sup>	Credits:	2
School:	CTHS	Application:	Yes

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**Telecommunications and Networking – (N+ Certification)**

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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.

Grades:	11 <sup>th</sup> – 12 <sup>th</sup>	Credits:	1
School:	CTHS	Application:	Yes

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**Computer Technician**

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Students will gain knowledge and skills in the area of computer technology, including advanced knowledge electrical and electronic theory, computer principles, and repair of computer-based technology systems.

Grades: 10<sup>th</sup> – 11<sup>th</sup> Credits: 2 or 3

CTHS Application: Yes

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**Web Technologies**

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Recommended Prerequisite: BIM or Principles of Technology. This course includes the study of the impact the World Wide Web has on society, elements of web design, and web site creation and management. Using professional graphics software, students will create original artwork.

Grades: 10<sup>th</sup> - 12<sup>th</sup> Credits: 1

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**Computer Programming**

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Requires successful completion of BIM I or Principles of Technology. Students will learn structured programming techniques and concepts appropriate to developing executable programs.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

---

**Principles of Information Technology – (PIT)**

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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: 9<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Digital and Interactive Media (DIM)**

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Recommended Prerequisite: BIM or Principles of Technology. Students will design and create multimedia projects that address customer needs. Will analyze and assess current and emerging technologies in today's businesses.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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<b>Law, Public Safety, Corrections, and Security</b>
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**Court Systems and Practices**

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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: 10<sup>th</sup> – 11<sup>th</sup> Credits: 1

School: CTHS

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**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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2  
School: CTHS

---

**Law Enforcement II with Government/Economics**

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Requires successful completion of Law Enforcement I with Court Systems and Practices. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. This course will satisfy the Government and Economics requirement for graduation.

Grades: 12<sup>th</sup> Credits: 3  
School: CTHS

---

**Practicum in Law, Public Safety, Corrections and Security**

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Requires successful completion of Law Enforcement I. 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: 12<sup>th</sup> Credits: 3  
School: CTHS

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<b>Manufacturing</b>
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**Welding -**

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This course offers jobs 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. Industry certifications offered: AWSense and NCCER

Grades: 10<sup>th</sup> – 11<sup>th</sup> Credits: 2 or 3  
School: CTHS

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**Advanced Welding -**

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Requires successful completion of Welding. 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. Industry certifications offered: AWSense and NCCER.

Grades: 11<sup>th</sup>-12<sup>th</sup> Credits: 3  
School: CTHS

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**Practicum in Manufacturing**

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Requirs successful completion of 2 additional Manufacturing courses. The practicum course is designed to give students an opporuntiy to enhance their previous learning by participating in a paid or unpaid internship in their chosen Manufacturing field.

Grades: 12<sup>th</sup> Credits: 2 or 3  
School: CTHS

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**Principles of Manufacturing**

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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: 9<sup>th</sup> Credits: 1

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**Career Preparation I -**

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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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 3

Application: Yes

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**Career Preparation II -**

---

Requires successful completion of 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: 12<sup>th</sup> Credits: 3

Application: Yes

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<b>Marketing, Sales and Service</b>
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**Fashion Marketing**

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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: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Sports and Entertainment Marketing**

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

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Marketing Dynamics**

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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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3

Application: Yes

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**Practicum in Marketing Dynamics**

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Requires successful completion of Marketing Dynamics. This course focuses on furthering the student's management and employability skills. 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: 12<sup>th</sup> Credits: 2 or 3  
Application: Yes

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**Entrepreneurship**

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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: 10<sup>th</sup> – 12<sup>th</sup> Credits: .5 to 1

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**Retailing and E-tailing**

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Students will have the opportunity to develop skills that involve electronic media techniques necessary for business to compete in a global economy. Students will coordinate online and off-line marketing.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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<b>Science, Technology, Engineering, and Mathematics</b>
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**Concepts of Engineering and Technology -**

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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. Further, students will have worked on a design team to develop a product or system.

Grades: 9<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Electronics -**

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Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation.

Grades: 10<sup>th</sup> - 12<sup>th</sup> Credits: 1

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**Robotics and Automation**

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Requires successful completion of Concepts of Engineering and Technology. Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design processing students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Grades: 11<sup>th</sup> - 12<sup>th</sup> Credits: 2  
School: CTHS

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**Engineering Design and Presentation**

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Requires successful completion of Concepts of Engineering and Technology. 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: 10<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Pre-Engineering**

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Requires successful completion of Engineering Design and Presentation and Concepts of Engineering and Technology. 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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2

School: CTHS

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**Adv. Engineering Design and Presentation**

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Requires successful completion of Engineering Design and Presentation and Concepts of Engineering and Technology. 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: 11<sup>th</sup> – 12<sup>th</sup> Credits: 1

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**Practicum of STEM**

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Requires successful completion of 2 additional STEM courses. 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: 12<sup>th</sup> Credits: 2 or 3

Application: Yes

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<b>Transportation, Distribution and Logistics</b>
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**Collision Repair and Refinishing -**

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Includes the knowledge of the process technologies and materials used in the reconstruction and alteration of vehicles. Skills USA, a student organization, is available to all students. Industry certifications offered: SP2 Safety and I-CAR. Students will have the opportunity to be placed in an AYES Internship at a local business starting the summer of their Senior year.

Grades: 11<sup>th</sup> Credits: 2

School: CTHS

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**Advance Collision Repair and Refinishing**

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Requires successful completion of Collision Repair and Refinishing. Advanced knowledge of the processes, technologies and materials used in the reconstruction and alteration of vehicles. Skills USA, a student organization, is available to all students. Industry certifications offered: SP2 Safety and I-CAR.

Grades: 12<sup>th</sup> Credits: 3  
School: CTHS

---

**Automotive Technology -**

---

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. Skills USA, a student organization, is available to all students. Industry certifications offered: SP2 Safety and AC Delco. Students will have the opportunity to be placed in a AYES Internship at a local business starting the summer of their Senior year.

Grades: 11<sup>th</sup> Credits: 2  
School: CTHS

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**Advanced Automotive Technology -**

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Requires successful completion of Automotive Technology. Students will gain advanced knowledge of the functions of the automotive systems and principles. Skills USA, a student organization, is available to all students. Industry certifications offered: SP2 Safety and AC Delco.

Grades: 12<sup>th</sup> Credits: 3  
School: CTHS

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**Energy, Power and Transportation Systems**

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Students will understand the interaction between various vehicle systems. Students will be prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely matter.

Grades: 10<sup>th</sup> – 11<sup>th</sup> Credits: 1  
School: CTHS

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**Logistics, Planning, and Management Systems - Maritime**

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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: 11<sup>th</sup> Credits: 2  
School: CTHS

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**Practicum in Transportation, Distribution and Logistics**

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Requires successful completion of Automotive Technology. Students will be given the opportunity of supervised application in the transportation of goods by land, air and sea.

Grades: 12<sup>th</sup> Credits: 3  
School: CTHS

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**Transportation Systems Management**

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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: 10<sup>th</sup> Credits: 1

School; CTHS

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**Small Engine Technology -**

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**Prerequisite: Committee Placement** – This is a laboratory course for students. This course stresses hands on learning in small engine theory, maintenance and repair. Students will be exposed to welding techniques and minor automotive maintenance. The safe and proper use of hand and power tools is stressed throughout the course. All safety equipment is provided by the shop.

Grades: 10<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3

Schools: All

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**Small Engine Technology II**

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**Prerequisite: Committee Placement** – This is a laboratory course for students. This course stresses hands on learning in small engine theory, maintenance and repair. Students will be exposed to welding techniques and minor automotive maintenance. The safe and proper use of hand and power tools is stressed throughout the course. All safety equipment is provided by the shop

Grades: 11<sup>th</sup> – 12<sup>th</sup> Credits: 2 or 3

Schools: All

# SECTION 4



## Program Guidelines

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## ADVANCED PLACEMENT PROGRAM

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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 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. Exams take two or three hours, depending upon the credit. All AP exams (except Art courses requiring portfolios) contain both multiple-choice questions, scored by computer, and free-response questions, evaluated by faculty consultants, college professors, and AP teachers.

Results are sent to the student's home, 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](mailto:psermas@pasadenaisd.org)) at 713.740.5247.

AP information can also be found at the College Board web site:  
[www.collegeboard.org](http://www.collegeboard.org)

### **AP Courses and Exams (Offered in PISD high schools)**

**Art:** History of Art, Studio Art (2-D, 3-D), Studio Art (drawing)

**Computer Science:** Computer Science A

**Economics:** Macroeconomics, Microeconomics

**English:** English Language and Composition, English Literature and Composition **Foreign**

**Languages:** French Language, German Language, Spanish Language, Spanish Literature

**Geography:** Human Geography

**Government and Politics:** United States Government and Politics

**History:** European History, United States History, World History

**Mathematics:** Calculus AB, Statistics

**Music:** Music Theory

**Psychology:** Introductory Psychology

**Science:** Biology, Environmental Science, Chemistry, Physics B, 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:

- Individualized instruction in core classes and electives
- Plato recovery options
- Credit by exam
- TAKS/STAAR remediation
- Computer software to enhance instruction

Requirements to attend:

- Counselor/principal recommendation
- Interview with student and parent
- Signed Agreement with the School-Student-Parent Contract
- Must be present 90% of the time
- **Contact: Tom Swan** [tswan@pasadenaisd.org](mailto:tswan@pasadenaisd.org)  
**1838A E. Sam Houston Parkway South**  
**Pasadena, Texas 713-740-0298**

### Correspondence Courses

Students may earn a maximum of two credits by correspondence toward satisfying the credits necessary for graduation. Students should follow the following guidelines:

- The correspondence credits may be earned only from the extension divisions of the University of Texas at Austin and/or Texas Tech University.
- Students considering a correspondence course must contact a counselor for approval.
- Fees are paid by the student.
- Students earning credit through Correspondence Courses will be required to take the corresponding STAAR/EOC and the score will count for 15% of the student's final grade.

### Credit by Examination

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 90% or above on a criterion-referenced examination for the applicable course or grade. 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. 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.
- Credit will be earned on the examination if the student scores 70% or higher.
- The score on the examination will be recorded only if the student passes with an score

of 70 or above.

- Students earning credit through Credit by Examination will be required to take the corresponding STAAR/EOC for classes in which the student is earning initial credit. Students who are regaining credit for a class and who have demonstrated a Level II satisfactory performance on a previously administered EOC for the course will not be required to retake the STAAR/EOC assessment.
- Credit by Examination opportunities are scheduled two times a year for select course 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. All dual credit courses are held at the college campus. The following guidelines apply to dual credit students:

- All Dual Credit courses must be approved by the student's high school 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 high school counselor prior to registering at SJC.
  - Grade 10, 11, and 12 students are eligible to earn dual credit courses.
  - Pasadena ISD Bus transportation will be provided for students enrolled in the morning 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 fees are the responsibility of the student.
  - Students earning credit through dual credit will be required to take the corresponding STAAR/EOC and the score will count for 15% of the student's final course grade.
  - Students may not enroll in a dual credit course that conflicts with the high school schedule.
  - Students must take EDUC/PSYC 1300 as the entry dual credit course. The course will count as an elective course for high school graduation.
  - 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 report card and high school transcript according to the Pasadena ISD Grade Point Average chart (see page 8 in this document). High school transcripts will indicate that the credit was earned in a dual credit program and all dual credit course grades will be recorded on the high school transcript.
- 
- **Meningitis Vaccine Requirements:**
  - The 82<sup>nd</sup> 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 to San Jacinto College (including dual credit students) for the Spring 2012 term, and for returning San Jacinto College students who have had a break in enrollment for one or more Fall or Spring semesters.
  - **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.

- 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.

Pasadena Independent School District  
San Jacinto Community College **Dual Credit** Course Approval Form

Student Name: \_\_\_\_\_ PISD ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Name of High School: \_\_\_\_\_ Current Enrolled Grade: \_\_\_\_\_

The PISD student named above has approval to seek admission for enrollment in college-level courses at San Jacinto Community College (SJCC). High school students are limited to two dual credit courses per semester. Exceptions to this two (2) course limit require the approval of the PISD Deputy Superintendent for Academic Achievement **or** the campus Principal **and** the SJCC Chief Academic Officer.

Pasadena ISD Courses		San Jacinto Community College Courses			Approved
PISD Course Title	High School Credit PEIMS #	SJCC Course Number	SJCC Course Title	College Hours	
<b>College Readiness and Study Skills</b>	<b>0.5</b>	<b>EDUC or PSYC 1300</b>	<b>Foundations for Success</b>	<b>3</b>	
English IV A	0.5	ENGL 1301	English Composition I	3	
English IV B	0.5	ENGL 1302	English Composition II	3	
English IV A	0.5	ENGL 1302 *AP Credit 1301	English Composition II	3	
English IV B	0.5	ENGL 2322	Early British Literature	3	
English IV A	0.5	ENGL 1302 * AP Credit 1301	English Composition II	3	
English IV B	0.5	ENGL 2323	Later British Literature	3	
English IV A	0.5	ENGL 1302 *AP Credit 1301	English Composition II	3	
English IV B	0.5	ENGL 2311	Technical Report Writing	3	
Economics	0.5	ECON 2301	Principles of Macroeconomics	3	
Government	0.5	GOVT 2305	Federal Government	3	
Special Topics SS	0.5	GOVT 2306	Texas Government	3	
Comm. Applications	0.5	SPCH 1315	Public Speaking	3	
Comm. Applications	0.5	SPCH 1318	Interpersonal Communications	3	
PreCalculus A	0.5	MATH 1314	College Algebra	3	
PreCalculus B	0.5	MATH 2412	PreCalculus (STEM Majors)	4	
Ind. Study Math A	0.5	MATH 1314	College Algebra	3	
Ind. Study Math B	0.5	MATH 1324	Finite Math (Business Majors)	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	
Foreign Language A	0.5	Foreign Language 1411	Beginning I ( Spanish, French, German)	4	
Foreign Language B	0.5	Foreign Language 1412	Beginning II (Spanish, French, German)	4	
Foreign Language A	0.5	Foreign Language 2311	Intermediate I (Spanish, French, German)	3	
Foreign Language B	0.5	Foreign Language 2312	Intermediate II (Spanish, French, German)	3	
Art Appreciation	1.0	ARTS 1301	Art Appreciation	3	
Art History A	0.5	ARTS 1303	Art History I	3	
Art History B	0.5	ARTS 1304	Art History II	3	
Art II Ceramics A	0.5	ARTS 2346	Ceramics I	3	
Art II Ceramics B	0.5	ARTS 2347	Ceramics II	3	
Art II Photo A	0.5	ARTS 2356	Fine Arts Photography I	3	
Art II Photo B	0.5	ARTS 2357	Fine Arts Photography II	3	
Art II Print A	0.5	ARTS 2333	Printmaking I	3	
Art II Print B	0.5	ARTS 2334	Printmaking II	3	
Choir A	0.5	MUSI 1310	American Popular Music	3	
Choir B	0.5	MUSI 1306	Listening to Music	3	
Anat. & Physiology A	0.5	BIOL 2401	Anatomy and Physiology I	4	
Anat. & Physiology B	0.5	BIOL 2402	Anatomy and Physiology II	4	
Biology II A	0.5	BIOL 1406	Biology I	4	
Biology II B	0.5	BIOL 1407	Biology II	4	
Technology App.	1.0	BCIS 1305	Business Computer Applications	3	
Special Topics SS	0.5	PHIL 1301	Philosophy	3	
Psychology	0.5	PSYC 2301	General Psychology	3	
Sociology	0.5	SOCI 1301	Introduction to Sociology	3	

**Your signature on the front of this form indicates that you have received information regarding the following: requirements for high school graduation, the application process, availability of financial aid, the cost(s) associated with Dual Credit courses, payment and refund policies, transportation, attendance, grading, drop/add policies, professor communication, internet and library policies, and immunization requirements.**



## **GRAD+**

Tegeler Career Center's GRAD+ Program is a centrally-located, school of choice for students in grades 7-12 for whom the large intermediate and/or comprehensive high school is not an appropriate environment. Students who prefer a small learning environment with individualized attention will benefit from the engaging and personalized atmosphere in the GRAD+ program. Tegeler has limited capacity and students must apply for admission and/or are referred by an administrator or counselor at their home campus. Additional information about Tegeler's GRAD+ program is available by calling Tegeler Career Center.

## **LUCHA (Language Learners at the University of Texas at Austin's Center for Hispanic Achievement)**

LUCHA is an innovative K-16 Education Center initiative designed to help secondary Spanish-speaking English language learners transition into public schools, thereby helping them to achieve success in school, college and life. The primary goal of the LUCHA program is to increase the graduation rate for Spanish-speaking English language learners.

The services the program provides to Pasadena ISD includes:

- Obtaining and analyzing transcripts from first year immigrant students. Courses approved for state graduation credit will be recorded on the student's official high school transcript.
- Providing online diagnostic assessment in Spanish to assess the academic skill level of the student whose primary language is Spanish.
- Providing online core courses in Spanish that are aligned with TEKS for state graduation credit,
- Providing online core courses in English through UT K-16 Education Center's ASK ME Courses

## **Pasadena Virtual School** <http://pasadenavirtualschool.org/>

Pasadena Independent School District through *The Pasadena Virtual School* offers online course opportunities for eligible high school students. Visit your counselor to see how the Virtual School can work for you. Course enrollment process:

- Counselor's Signature
- Completed Counselor Permission Form
- Completed Registration Form
- Completed Student Contract
- Fees are paid by the student
- Students earning credit through Virtual School will be required to take the corresponding STAAR/EOC and the score will count for 15% of the student's final course grade.
- The following Virtual School courses are available to Pasadena ISD students.
- Additional information including registration deadlines and costs are available through the Virtual School office.

Course Title	Credit	Course Title	Credit
Astronomy A	0.5	Spanish I A	0.5
Astronomy B	0.5	Spanish I B	0.5
Communication Applications	0.5	U. S. Government	0.5
Economics	0.5	United States History A	0.5
English IV B	0.5	United States History B	0.5
Health	0.5	World Geography A	0.5
Music History A	0.5	World Geography B	0.5
Music History B	0.5	Principles of Informational Technology A, B	

### **Edgenuity**

Edgenuity is an internet based program designed to provide students with an opportunity to earn initial credit in select course and to regain credit in courses for which the student has previously demonstrated lack of mastery. Edgenuity courses are available on all secondary students and may be utilized before/after school, during the regular school day, and from anywhere outside of school if internet access is available to the student. Edgenuity may also be used as a tutorial for students who need remediation or for students who wish to work ahead in their coursework. Additional information about the Edgenuity opportunities at each of the secondary campuses is available through the school's counseling office.

## **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 before/after and 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 Secondary School. The program is available on select Pasadena ISD campuses.

### **Gifted and Talented**

Pasadena ISD offers programs for gifted/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 high school 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

### §89.1070. Special Education Graduation Requirements.

Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.

(a) A student receiving special education services may graduate and be awarded a regular high school diploma if:

- (1) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
- (2) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's admission, review, and dismissal (ARD) committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.

(b) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

- the student's individualized education program (IEP);
- (2) one of the following conditions, consistent with the student's IEP:

(A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;

(B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or

(C) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;

- the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and
- the state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
- All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.
- Students who participate in graduation ceremonies but who are not graduating under subsection (c)

of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.

- Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

# SECTION 5



## College Planning

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## COLLEGE-BOUND STUDENT-ATHLETES

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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 \$70.00. 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 coed “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:**

- x Graduate from high school with the following 14 core courses completed:
  - o 4 years of English
  - o 3 years of math (Algebra 1 or higher)
  - o 2 years of natural or physical science (including one lab science)
  - o 1 extra year of English, math, natural or physical science
  - o 2 years of social science
  - o 4 years of extra core courses (from any category above, or foreign language)
- x Earn a minimum GPA in core courses:
- x 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](http://www.ncaaclearinghouse.net).)

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

- x Graduate from high school with the following 14 core courses completed:
  - o 3 years of English
  - o 2 years of math (Algebra 1 or higher)
  - o 2 years of natural or physical science (including one lab science)
  - o 2 additional years of English, math, or natural or physical science
  - o 2 years of social science
  - o 2 additional years of English, math, or natural or physical science
  - o 3 years of extra core courses from any category above or foreign language
- x Earn a 2.000 GPA or better in your core courses:
- x Earn a combined SAT score of 820 or ACT sum score of 68. (There is no sliding scale in Division II.)

### **Students interested in participating in a Division III athletic program you need to be aware that :**

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](http://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

There are two more college athletic associations. Colleges that are members of these associations offer athletic scholarships. *The National Association of Intercollegiate Athletics* (NAIA), members are four year institutions and the *National Junior College Athletic Association* (NJCAA) whose members are two year colleges awarding associate's degrees .

Both associations have three divisions similar to the NCAA.

More information about these athletic associations can be found at

*National Association of Intercollegiate Athletics (NAIA)* [www.naia.org](http://www.naia.org)

*National Junior College Athletic Association (NJCAA)* [www.njcaa.org](http://www.njcaa.org)

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## COLLEGE PLANNING

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**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 basic academic skills** – Take challenging courses in all subjects. Seek help with homework from teachers and after school programs. Set up study groups.

**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.

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## COLLEGE/UNIVERSITY TESTING INFORMATION

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A necessary component of a college/university admission application is a college entrance examinations score; a college cannot process an application without one. 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 ways, for admission, talent identification and academic advising.

## SAT

The SAT is the oldest college/university admission exams. The SAT is developed by the College Board ([www.collegeboard.org](http://www.collegeboard.org) or [www.sat.org](http://www.sat.org)) to assess high school students' readiness for college-level work. Participation is voluntary. The examination is generally administered seven times a year. Students can choose to take the test multiple times. The SAT consists of three sections; Writing, Mathematics, and Critical Reading. The scores for each section range from 200 to 800. The format of the SAT is as follows:

Overall testing time: 3 hours and 45 minutes

Composed of 10 separately timed sections

Three critical reading sections

Three mathematics sections

Three writing sections, includes an essay question

One experimental section that will not be scored

To help you prepare for the SAT, check with your high school counselor or college now coordinator for prep classes that will be offered on your high school campus.

### **2014-2015 SAT Test Dates**

<b>SAT Date</b>	<b>Test</b>	<b>Registration Deadline</b>	<b>Late Registration Deadline</b>
October 11, 2014	SAT & Subject Tests	September 12, 2014	September 30, 2014
November 8, 2014	SAT & Subject Tests	October 9, 2014	October 28, 2014
December 6, 2014	SAT & Subject Tests	November 6, 2014	November 24, 2014
January 24, 2015	SAT & Subject Tests	December 29, 2014	January 13, 2015
March 14, 2015	SAT	February 13, 2015	March 3, 2015
May 2, 2015	SAT & Subject Tests	April 6, 2015	April 21, 2015
June 6, 2015	SAT & Subject Tests	May 8, 2015	May 27, 2015

### **Local SAT Test Centers**

Sam Rayburn High School  
2121 Cherrybrook Lane  
Test Center 44-696

South Houston High School   J. Frank Dobie High School  
3820 South Shaver                      10220 Blackhawk Blvd.  
Test Center 44-840                      Test Center 44-519

San Jacinto College -  
13735 Beamer Road  
Test Center 44-478

South San Jacinto College - Central  
8060 Spencer Hwy.  
Test Center 44-695

*Students can register on line at [www.collegeboard.com](http://www.collegeboard.com) or by mail. Check with the counseling office for registration materials.*



## ACT

The **ACT** Assessment is designed by ACT, Inc. ([www.act.org](http://www.act.org)) to assess high school students' general education development and their ability to compete college level work. Participation is voluntary. The test is generally administered six 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 scores for each section range from 1 to 36.

The **ACT** includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to compete with breaks. 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 30-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.

### **2014-2015 ACT Test Dates**

<b>ACT Date</b>	<b>Registration Deadline</b>	<b>Late Registration Deadline</b>
September 13, 2014	August 8, 2014	August 22, 2014
October 25, 2014	September 19, 2014	October 3, 2014
December 13, 2014	November 7, 2014	November 21, 2014
February 7, 2015	January 9, 2015	January 16, 2015
April 18, 2015	March 13, 2015	March 27, 2015
June 13, 2015	May 8, 2015	May 22, 2015

### **Local ACT Test Centers**

Sam Rayburn High School  
2121 Cherrybrook Lane  
Test Center 204610

J. Frank Dobie High School  
10220 Blackhawk Blvd.  
Test Center 219230

San Jacinto College – South  
13735 Beamer Road  
Test Center 041540

San Jacinto College - Central  
8060 Spencer Hwy  
Test Center 041670

*Students can register on line at [www.act.org](http://www.act.org) or by mail. Check with the counseling office 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 their readiness to perform freshman level academic coursework.

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

- <sup>TM</sup> **ACT** - composite score of 23 or higher with at least a 19 on both English and math sections
- <sup>TM</sup> **SAT** - Combined verbal and math score of 1070 with a minimum of 500 on both the verbal test and math test
- <sup>TM</sup> **TAKS** - Minimum score of 2200 on both the English and/or math sections with at least a 3 on the writing component of the 11th grade TAKS (for a period of 3 years from the date of testing)  
**STAAR/EOC** – Level 2 on English III and Level 2 on Algebra II
- <sup>TM</sup> **Certificate Program** – the student plans to enroll in a certificate program of one year or less (Level one certificates, 42 or fewer semester credit hours or the equivalent) at a public community college, a public technical institute, or a public state college.

For further information about whether and when you must be tested, 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 2014**

<b>Week 1</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>
Monday, May 5	Chemistry Environmental Science	Psychology
Tuesday, May 6	Computer Science A Spanish Language and Culture	Art History
Wednesday, May 7	Calculus AB Calculus BC	Chinese Language and Culture
Thursday, May 8	English Literature and Composition	Japanese Language and Culture Latin
Friday, May 9	English Language and Composition	Statistics

<b>Week 2</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>	<b>Afternoon 2 p.m.</b>
Monday, May 12	Biology Music Theory	Physics B Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 13	United States Government and Politics	French Language and Culture Human Geography	
Wednesday, May 14	German Language and Culture U.S. History	European History	
Thursday, May 15	Macroeconomics World History	Microeconomics Italian Language and Culture	
Friday, May 16	Comparative Government and Politics Spanish Literature and Culture		

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## TOP 10% ADMISSIONS POLICY

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Students in the top ten percent (10%) of their graduating class in the state of Texas are eligible for automatic admission to a public college or university under state admission policies. House Bill 588, passed by the 75<sup>TH</sup> 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 admissions, a student must:

- x Graduate in the top ten percent (10%) of his/her class at a public or private high school in Texas
- x Enroll in a college no more than two years after graduating from high school; and
- x 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 on the basis of their class rank is determined and reported as follows:

- x Class rank shall be based on the end of the 11<sup>th</sup> grade, middle of the 12<sup>th</sup> grade or at high school graduation, whichever is most recent at the application deadline.
- x The top 10% of a high school class shall not contain more than 10% of the total class size
- x 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.
- x 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 81<sup>ST</sup> Legislature in the spring of 2009, modifies the automatic admission program for the University of Texas at Austin. Under the new law:

- x Summer/fall 2013 and spring 2014 applicants must have a class rank in the top 7% to be automatically admitted
- x The University will automatically admit enough students to fill 75% of available Texas resident spaces
- x 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.

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## CHOOSING A COLLEGE

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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 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, physical plant, 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 tract which leads to an **honors** designation at graduation. For the higher ranking 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. Contact the Office of the Dean of Student Development to obtain this 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.

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## COLLEGE ADMISSIONS GLOSSARY

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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.

**PSAT/NMSQT:** A timed standardized test that provides firsthand practice for the SAT. It is given only in October. The PSAT may be taken as a 10<sup>th</sup> grader for practice, and when taken as an 11<sup>th</sup> grader it will allow the student to participate in the National Merit Scholarship Program. The test will identify potential success in AP courses through AP Potential. The test measures critical reading skills, math problem solving skills and writing skills.

**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 11<sup>th</sup> grade year or early in the 12<sup>th</sup> grade year.

**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 11<sup>th</sup> grade year or early in the 12<sup>th</sup> 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, and languages.

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

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

**Advanced Placement (AP):** A program that provides high school students the opportunity to student and learn at the college level. Courses are offered in a wide variety of subjects. Students may obtain college credit based upon successful completion of an exam at the end of the course.

**Application:** An informative description of the student required for admission into college. 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.

**Campus Visit:** Students are encouraged to visit the college campuses they are considering for attendance. Many campuses will 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.

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

**Dual Credit:** Attending college level courses while also receiving high school credit for the corresponding course.

**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 in the spring semester of the student's 12<sup>th</sup> grade year, before the March 15<sup>th</sup> 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:** 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 that 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.

**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.

**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](http://www.questbridge.org).

**Recommendation:** Letters written by teachers, counselors, coaches, work supervisors, or other adults that 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.

**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.

**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.



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## TOP TEN THINGS COLLEGES LOOK FOR IN A HIGH SCHOOL STUDENT

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- 1. A high school curriculum that challenges the student.**  
Academically successful student should include several honors and Advanced Placement classes. A student preparing for college will take the most rigorous courses available.
- 2. Grades that represent strong effort and an upward trend.**  
Grades should show an upward trend over the years. However, slightly lower grades in a rigorous program are preferred to all A's in less challenging coursework.
- 3. Solid scores on standardized tests (SAT and ACT).**  
Scores on these tests should be consistent with high school performance.
- 4. Passionate involvement in a few activities, demonstrating leadership and initiative.**  
Depth, not breadth, of experience is most important.
- 5. Community services showing evidence of being a “contributor.”**  
Activities should demonstrate concern for other people and a global view.
- 6. Work or out-of-school 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 highly personal. It should demonstrate careful and well-constructed writing.
- 8. Letter of recommendation from teachers and guidance counselors that give evidence of integrity, special skills, and positive character traits.**  
Students should request recommendations from teachers who respect their work in an academic discipline.
- 9. Supplementary recommendations by adults who have had significant direct contact with the student.**  
Letters from coaches, supervisors in long-term work or volunteer activities are valuable. Recommendation letters from friends or family members should not be used.
- 10. Anything special that makes the student stand out from the rest of the applicants!**

## COLLEGE VISITS

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

**Visit early:** Visiting colleges during the 10<sup>th</sup> and 11<sup>th</sup> grade year will allow plenty of time to make a decision about which colleges will be a good fit.

**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 get an idea about the town and local attractions.

**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, sit in on a class, 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 contact later.

**After the visit:** Make notes and compare colleges to make a final decision

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

## HELPFUL WEBSITES AND RESOURCES

Your counselor is one of 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](http://www.act.org)

[www.collegeboard.org](http://www.collegeboard.org) or [www.sat.org](http://www.sat.org) (PSAT/NMSQT, SAT, AP, CLEP)

#### **Research and Planning for College**

[www.collegeforalltexas.com](http://www.collegeforalltexas.com)

[www.ucango2.org](http://www.ucango2.org)

[www.youvisit.com](http://www.youvisit.com)

[www.youniversity.com](http://www.youniversity.com)

[www.campusexplorer.com](http://www.campusexplorer.com)

[www.ownyourownfuture.com](http://www.ownyourownfuture.com)

[www.YCG.org](http://www.YCG.org)

[www.collegeweeklive.com](http://www.collegeweeklive.com)

[www.aie.org](http://www.aie.org) (Adventures in Education)

[www.NCAA.org](http://www.NCAA.org) (National Collegiate Athletic Association)

#### **Applying for College**

[www.commonapp.org](http://www.commonapp.org)

[www.applytexas.org](http://www.applytexas.org)

#### **Financial Aid**

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.finaid.org](http://www.finaid.org)

[www.fastweb.com](http://www.fastweb.com)

#### **There's An App For That! – College Related Apps**

Many colleges now have an app for their institution. Simply search by college or university name to find them. There are also several flash card apps that have SAT and ACT vocabulary words. Some of the apps below can be used for college preparation.

- The College Board – The Official SAT Question of the Day
- Mobile University – College and Scholarship Search
- The Princeton Review – SAT Vocabulary Challenge
- ACT Student – ACT test practice
- ACT College Search – Search for U.S. Colleges and Universities
- Texas Reality Check – making financial plans for the future

#### **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

<b>COLLEGE CHECKLIST FOR INTERMEDIATE STUDENTS</b>
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**GRADE 7**

- ☐ Consult with 7<sup>th</sup> grade counselor and teachers for appropriate course selections.
- ☐ Choose the most appropriate graduation plan for your proposed post-high school endeavors.
- ☐ Attend student/parent evening programs for high school/college planning.
- ☐ Complete your 7<sup>th</sup> grade KUDER and four year graduation plan.

**GRADE 8**

- ☐ Consult with 8<sup>th</sup> grade counselor and teachers for appropriate course selections.
- ☐ Choose the most appropriate graduation plan for your proposed post-high school endeavors.
- ☐ Attend student/parent evening programs for high school/college planning.
- ☐ Take the CBE for foreign language if applicable.
- ☐ Enroll in high school credit course while in the 8<sup>th</sup> grade (see your 8<sup>th</sup> grade counselor).
- ☐ Complete your 8<sup>th</sup> 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 8<sup>th</sup> grade counselor).
- ☐ Attend any functions open to you at your future high school to become familiar with campus.

COLLEGE CHECKLIST FOR FRESHMAN STUDENTS
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**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 district wide College Night program with your parents.

**SPRING SEMESTER**

- \_\_\_\_\_ Review books, videos, software 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 10<sup>th</sup> 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/or enable you to explore career interests.
- \_\_\_ Review for the PSAT/NMSQT. Study the PSAT/NMSQT Student Bulletin and old tests.
- \_\_\_ Visit [www.collegeboard.com](http://www.collegeboard.com) for additional study aids and review materials.

### OCTOBER/NOVEMBER

- \_\_\_ Take the PSAT for practice.
- \_\_\_ Attend the annual district-wide college fair.

### DECEMBER/JANUARY

- \_\_\_ Study your PSAT/NMSQT score report. Compare items missed with the correct responses.
- \_\_\_ Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing).
- \_\_\_ Create an account on [www.Fastweb.com](http://www.Fastweb.com) to view scholarships available to students of any grade level.

### THROUGHOUT THE YEAR

- \_\_\_ Maintain good grades.
- \_\_\_ Choose 11<sup>th</sup> 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.
- \_\_\_ Go to [www.collegeboard.com](http://www.collegeboard.com) and sign up for a free student account.
- \_\_\_ 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 (away or at a local college).

## COLLEGE CHECKLIST FOR JUNIOR STUDENTS

### FALL

- \_\_\_ Review your high school course work and credits with your counselor.
- \_\_\_ Consider graduating on the highest graduation program – the Distinguished Achievement Program. You need three years of a foreign language, plus 4 DAP measures. See your counselor for details.
- \_\_\_ 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!
- \_\_\_ 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](http://www.collegeboard.org).
- \_\_\_ Talk to your parents about where you want to go to college and careers that interest you.
- \_\_\_ Find out if what type of preparation courses are offered on your campus for the PSAT and take them. You will take the PSAT/NMSQT in October.
- \_\_\_ Attend the Pasadena ISD College Fair.

### WINTER

- \_\_\_ Narrow down the list of colleges you plan to apply to and familiarize yourself with their admissions requirements.
- \_\_\_ Use the access code on your PSAT score report to sign in to MY College Quick Start, a useful online planning tool to help you prepare for the SAT using a study plan based on your PSAT/NMSQT results and explore lists of suggested colleges, majors and careers.
- \_\_\_ If you plan to apply for a ROTC scholarship or admission to a service academy, contact them for application packets.
- \_\_\_ Look for volunteer or internship opportunities in career fields that you are interested in.

### SPRING

- \_\_\_ Register and study for the SAT and/or ACT exams. You might take an SAT prep course or sign up with [www.collegeboard.org](http://www.collegeboard.org) 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 a Pasadena ISD financial aid night. Attend Rising Senior Night and/or college informational meetings at your campus. Take any AP exams you have registered for.

## SUMMER

- \_\_\_ 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 fall and improve your score.



## COLLEGE CHECKLIST FOR SENIOR STUDENTS

### AUGUST/SEPTEMBER

- \_\_\_\_\_ Reapply for the Free/Reduced Lunch program so you can be eligible for SAT and ACT fee waivers.
- \_\_\_\_\_ Start your college applications on August 1<sup>st</sup> @ [www.applytexas.org](http://www.applytexas.org) for Texas colleges or [www.commonapp.org](http://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](http://www.eligibilitycenter.org).
- \_\_\_\_\_ Practice for the SAT using your PSAT results from your “My College Quickstart” 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

- \_\_\_\_\_ Go to [www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov) to get an idea of the financial assistance for which you might qualify.
- \_\_\_\_\_ 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 December 1<sup>st</sup>.
- \_\_\_\_\_ 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 resume’ to recommenders. Attend the PISD College Night event to meet with your college representatives.
- \_\_\_\_\_ Check your email address for important information from your college. Be certain that you have completed ALL required forms, etc. for your colleges!

## 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](http://www.fafsa.ed.gov).
- \_\_\_\_\_ Apply for your FAFSA PIN (personal identification number) at [www.pin.ed.gov](http://www.pin.ed.gov).
- \_\_\_\_\_ Attend district financial aid nights with your parents for assistance with the FAFSA.
- \_\_\_\_\_ Check your email frequently for important information from your college.
- \_\_\_\_\_ Visit with college students over the Christmas Break; ask them for advice about how to have a successful first year of college.

## JANUARY/FEBRUARY

- \_\_\_\_\_ File FAFSA and other Financial Aid Forms ASAP!! Complete the FAFSA for all schools your parents have filed their taxes. FAFSA/TASFA applications should be submitted by March 15 to be eligible for state grants and aid.
- \_\_\_\_\_ 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.

## MARCH/APRIL/MAY

- \_\_\_\_\_ Check for your Student Aid Report (SAR) results from your FAFSA, make any corrections, if necessary, and return it ASAP!
- \_\_\_\_\_ 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.
- \_\_\_\_\_ Top 10% students **MUST** complete all FAFSA documents by March 15 to be eligible for the state Top 10% financial award.
- \_\_\_\_\_ Carefully evaluate all admission and financial aid award letters and choose your college.
- \_\_\_\_\_ Notify the college you plan to attend no later than May 1<sup>st</sup>.
- \_\_\_\_\_ 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.

## JUNE

- \_\_\_\_\_ **GRADUATE!!**
- \_\_\_\_\_ Check your email frequently for important information from your college.
- \_\_\_\_\_ Have any AP scores or Dual Credit transcripts sent to your college for evaluation.
- \_\_\_\_\_ 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-finalists*

*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 American, 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*