

# FISD High School Academic Guide and Course Catalog 2021-22



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# “Our mission is to know every student by name and need.”

## To Students and Families:

This Academic Guide & Course Catalog has been developed to provide important information for students. It will assist students and families in making wise, informed decisions concerning programs and course choices throughout your high school years.

The goal of Frisco Independent School District is to prepare students as thoroughly as possible for the next phase of their lives. This guide contains important information to help direct the student in making informed decisions throughout high school:

- **Section I: Academic Guide** contains information on grade classifications, graduation programs, class rank, academic programming, transcripts, and other academic topics.
- **Section II: Course Catalog** lists the courses that our high schools generally make available to students. However, it should be noted that not all of the courses listed are offered every year at every high school. Sufficient numbers of student requests for specific courses, staffing, and other factors impact whether or not a course is scheduled. All course offerings are subject to change. Please refer to the counseling office at your respective high school for more detailed information during the course selection process.

Your school counselors and other campus staff provide invaluable insight and guidance in your decision-making processes. The Academic Guide is a general reference guide only and should not be considered comprehensive. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. If you or your child have questions about any of the material in this handbook, please contact your campus Administration.

- *Frisco Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.*
- *The Texas Education Agency and the Texas State Board of Education often update information, especially in the areas of assessment, accountability, and graduation plans. The information in this guide is accurate as of the time it went to print. This document is updated as information becomes available.*

**This guide is intended as a reference and does not replace policy. Any extenuating circumstances are determined at the discretion of the principal.**

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# Section I: Academic Guide

# Graduation Programs and Requirements

## Foundation High School Program and Endorsements

House Bill 5 was signed into law in the summer of 2013 and applies to all students entering high school during the 2014-15 school year and thereafter. House Bill 5 established a single graduation program, the Foundation High School Program (FHSP). Students will also have the opportunity to build on the FHSP by earning Endorsements, Performance Acknowledgements, and a Distinguished Level of Achievement. Students will need to declare their preferred endorsement area, in writing, by the beginning of their 9th grade year. Students have opportunities to change endorsement areas during the time of course selection every year; see counselor for information.

An endorsement can be earned by taking additional courses in Career and Technical Education (CTE) or by taking additional non-CTE courses specified within the endorsement requirements.

The endorsement areas are as follows:

- Arts & Humanities
- Business & Industry
- Multidisciplinary
- Public Service
- Science, Technology, Engineering & Math (STEM)

FISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected; however, most students meet the requirement of multiple endorsements without making a special effort to do so. Students should select electives that will best prepare the student for the post-secondary goals they aim to pursue.

A student may elect to graduate without an endorsement under the high school foundation program with school administrator approval after the student's sophomore year. The student and the student's parent or guardian must be advised by the school administration of the benefits of graduating with one or more endorsement and the student's parent or guardian must file written permission with the high school allowing the student to graduate without an endorsement.

Students who meet the minimum requirements of the local FISD graduation program under EIF Local will meet the requirements of the Distinguished Level of Achievement.

**More detailed information about the graduation programs and endorsements may be found at:**

<http://www.friscoisd.org/departments/guidance-and-counseling/academic-advisement/graduation-plans>

## Distinguished Level of Achievement (DLA) (26 credits)

The Distinguished Level of Achievement (DLA) is the highest graduation program in the state of Texas. The Foundation High School Program + Endorsement with DLA is the default for all FISD students.

A student may earn a Distinguished Level of Achievement by successfully completing the curriculum required for the Foundation Program and successfully completing the following:

- The curriculum requirements for one or more Endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement
- Additional coursework to include:
  - Four credits in mathematics, including Algebra II

- Four credits in approved science courses

### **Foundation High School Program + Endorsement (26 credits)**

Endorsements are described in detail in the “Frisco ISD Graduation Guide for the Class of 2018 & Beyond”

This guide includes core course requirements by endorsement, sample four-year graduation programs, and Frisco ISD course offerings by endorsement. The curriculum requirements for earning an endorsement require a student to meet and exceed the Foundation Program and successfully completing the following:

- The curriculum requirements for one or more endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement
- Additional coursework to include
  - Four credits in mathematics
  - Four credits in approved science courses

*Note: The only difference between the FHSP+Endorsement Program and the DLA is the requirement that Algebra II must be one of the four credits in mathematics.*

### **Foundation High School Program (FHSP) (25 credits)**

This option is the minimum graduation program available. However, it is not available until after the completion of the sophomore year. Changing to this graduation program will require parent and administrative approval in writing. Parents and students need to understand graduating on this program may not meet college or university entrance requirements.

### **Early Graduation**

Students interested in early graduation should see their counselor. All high school students who apply to graduate early must complete the requirements for the Frisco ISD Foundation High School Graduation Program plus endorsement unless the student, the student’s parent/guardian and a school administrator agree in writing that there are extenuating circumstances or extreme hardships. If an agreement is reached, then the student will be allowed to graduate under the Foundation High School Program and will adhere to the requirements outlined in Education Code 28.025(b), (b-7). A declaration of intent to graduate early must be filed after May 1 of the second year of high school but prior to December 1 of the third year. Requests made after December 1 will be considered for approval by the Superintendent or his designee.

## Endorsement Pathways

The endorsement pathways listed below are for illustration purposes. Students do not need to take every course listed under each sequence, nor are these prescribed sequences for students – these are recommended sequences only. There are *many* options in each endorsement and in each pathway. The default graduation plan for all FISD students leads to the Distinguished Level of Achievement, which requires Alg. II to be in the math sequence of the student’s endorsement plan.

<b>ARTS &amp; HUMANITIES ENDORSEMENT</b>			
<i>Unless noted, this endorsement can be earned with 4 credits in a coherent sequence. Please view the FISD Course Catalog for prerequisites and other specifics.</i>			
<b>1<sup>st</sup> Course in Sequence</b>	<b>2<sup>nd</sup> Course in Sequence</b>	<b>3<sup>rd</sup> Course in Sequence</b>	<b>4<sup>th</sup> Course in Sequence</b>
<b><i>Fine Arts - Art</i></b>			
<ul style="list-style-type: none"> <li>Art 1 or Art 1 Advanced (Class of 2018 &amp; Beyond)</li> <li>3D Modeling &amp; Animation - Fine Arts Credit</li> </ul>	<ul style="list-style-type: none"> <li>Art 2</li> <li>Art 2 Advanced</li> <li>AP Art – Drawing</li> <li>Art 2 – Ceramics</li> </ul>	<ul style="list-style-type: none"> <li>Art 3</li> <li>AP Art – 2D or 3D</li> <li>AP Art – Drawing</li> <li>IB Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Art 4</li> <li>AP Art – 3D</li> <li>AP Art History</li> <li>IB Visual Art</li> </ul>
<b><i>Fine Arts – Dance</i></b>			
Dance 1	Dance 2	Dance 3	Dance 4
<b><i>Language</i></b>			
<ul style="list-style-type: none"> <li>Spanish 1</li> <li>French 1</li> <li>Chinese 1</li> <li>ASL 1</li> </ul>	<ul style="list-style-type: none"> <li>Spanish 2 or Spanish 2 Advanced</li> <li>French 2 or French 2 Advanced</li> <li>Chinese 2</li> <li>ASL 2</li> </ul>	<ul style="list-style-type: none"> <li>Spanish 3 or Spanish 3 Advanced</li> <li>French 3 or French 3 Advanced</li> <li>Chinese 3 Advanced</li> <li>IB Spanish</li> <li>IB French</li> </ul>	<ul style="list-style-type: none"> <li>AP Spanish 4</li> <li>AP French 4</li> <li>Chinese 4</li> <li>IB Spanish</li> <li>IB French</li> </ul>
<b><i>Fine Arts – Music</i></b>			
<ul style="list-style-type: none"> <li>Band 1</li> <li>Orchestra 1</li> <li>Choir 1</li> </ul>	<ul style="list-style-type: none"> <li>Band 2</li> <li>Orchestra 2</li> <li>Choir 2</li> </ul>	<ul style="list-style-type: none"> <li>Band 3</li> <li>Orchestra 3</li> <li>Choir 3</li> <li>IB Music</li> </ul>	<ul style="list-style-type: none"> <li>Band 4</li> <li>Orchestra 4</li> <li>Choir 4</li> <li>IB Music</li> </ul>
<b><i>Social Studies – Students must earn 5 total credits in Social Studies the required social studies courses for graduation.</i></b>			
<ul style="list-style-type: none"> <li>World Geography</li> <li>AP Human Geography</li> </ul>	<ul style="list-style-type: none"> <li>World History OR AP World History</li> <li>GT Humanities II / AP World History</li> <li>AP Seminar</li> </ul>	<ul style="list-style-type: none"> <li>US History or AP US History or dual credit US History I &amp; II</li> <li>Psychology (1/2) or AP Psychology (1/2) or Sociology (1/2) or dual credit psychology</li> <li>AP European History</li> <li>AP Seminar</li> <li>GT American Studies/ AP US History</li> <li>IB Psychology</li> <li>IB History</li> </ul>	<ul style="list-style-type: none"> <li>US Government (1/2) or AP US Government (1/2)</li> <li>Economics (1/2) or AP Economics (1/2)</li> <li>Dual Credit US Govt. (1/2) &amp; Dual Credit Economics (1/2)</li> <li>AP Seminar</li> <li>IB History</li> </ul>
<b><i>Fine Arts – Theatre</i></b>			
<ul style="list-style-type: none"> <li>Theatre Arts 1</li> <li>Tech Theater 1</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Arts 2 / Theatre Production 1</li> <li>Tech Theater 2</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Arts 3 / Theatre Production 2</li> <li>Tech Theater 3</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Arts 4 / Theatre Production 3</li> <li>Tech Theater 4</li> </ul>

## **BUSINESS & INDUSTRY ENDORSEMENT**

Unless noted, this endorsement can be earned with 4 credits in a coherent sequence with at least one advanced course. Underlined courses are considered advanced courses. Please view the FISD Course Catalog for prerequisites and other specifics.

1 <sup>st</sup> Course in Sequence	2 <sup>nd</sup> Course in Sequence	3 <sup>rd</sup> Course in Sequence	4 <sup>th</sup> Course in Sequence
<b><i>Advanced Journalism</i></b>			
<ul style="list-style-type: none"> <li>Journalism or Photojournalism</li> <li>Broadcast 1</li> <li>Debate 1</li> </ul>	<ul style="list-style-type: none"> <li>Yearbook 1</li> <li>Broadcast 2</li> <li>Debate 2</li> </ul>	<ul style="list-style-type: none"> <li>Yearbook 2</li> <li>Broadcast 3</li> <li>Debate 3</li> </ul>	<ul style="list-style-type: none"> <li>Yearbook 3</li> <li>Video Technology</li> <li>Adv Public Speaking</li> </ul>
<b><i>Agriculture, Food &amp; Natural Resources – Animal Science OR Veterinary Assistant</i></b>			
<ul style="list-style-type: none"> <li>Survey of Agriculture, Food &amp; Natural Resources (1)</li> <li>Wildlife, Fisheries, &amp; Eco Mgmt. (1)</li> </ul>	<ul style="list-style-type: none"> <li>Equine Science (1/2)</li> <li>Small Animal Management (1/2)</li> <li>Livestock Production (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Veterinary Medical Applications (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Animal Science (1) (Science Credit)</u></li> <li><u>CTEC – Practicum in Vet Med Apps (2) Internship</u></li> </ul>
<b><i>Agriculture, Food &amp; Natural Resource - Floral Design OR Horticulture &amp; Landscape Design</i></b>			
<ul style="list-style-type: none"> <li>Survey of Agriculture, Food &amp; Natural Resources (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>Floral Design I (1) (Fine Arts Credit)</u></li> <li><u>CTEC – Horticulture Science (1)</u></li> <li>CTEC – Landscape Design and Mgmt. (1/2)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC –Floral Design II (1)</u></li> <li>CTEC – Greenhouse Operation &amp; Production (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC –Plant &amp; Soil Science (1) (Science Credit)</li> </ul>
<b><i>Agriculture, Food &amp; Natural Resource - Ag Mechanics</i></b>			
<ul style="list-style-type: none"> <li>Agricultural Mechanics &amp; Metal Technologies (1)</li> <li>Survey of Ag, Food &amp; Natural Res (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>Ag Structures Design &amp; Fabrication (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Ag Equipment Design &amp; Fabrication (1)</u></li> <li>CTEC – Introduction to Welding (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Practicum In Ag Structures &amp; Equipment (2)</li> </ul>
<b><i>Architecture &amp; Construction</i></b>			
<ul style="list-style-type: none"> <li>CTEC – Architecture &amp; Construction I (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Architecture &amp; Construction II (1)</li> <li>Interior Design I (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Architectural Design I (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC –Architectural Design II (2) Internship</u></li> </ul>
<b><i>Arts, AV Technology &amp; Communication – Audio/Video Production</i></b>			
<ul style="list-style-type: none"> <li>Audio/Video Production I (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>Audio/Video Production II (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Practicum in News Production I (2)</u></li> <li><u>CTEC – Practicum in Sports Broadcasting I (2)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Practicum in News Production II (2)</u></li> <li><u>CTEC – Practicum in Sports Broadcasting II (2)</u></li> </ul>
<b><i>Arts, AV Technology &amp; Communication – Graphic Design &amp; Illustration</i></b>			
<ul style="list-style-type: none"> <li>Digital Media (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Graphic Design &amp; Illustration I (2)</li> <li>CTEC – Web Technologies (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Graphic Design &amp; Illustration II (2)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Pract in Graphic Design &amp; Illustration (2) Internship</u></li> </ul>
<b><i>Arts, AV Technology &amp; Communication – Animation</i></b>			
<ul style="list-style-type: none"> <li><u>3D Modeling &amp; Animation (1) (Fine Arts Credit)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Animation I (2)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Animation II (2)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Practicum in Animation (2)</u></li> </ul>
<b><i>Arts, AV Technology &amp; Communication – Fashion Design</i></b>			
<ul style="list-style-type: none"> <li>Survey of Business, Marketing &amp; Finance (1)</li> </ul>	<ul style="list-style-type: none"> <li>Fashion Design I (1)</li> <li>Fashion Marketing (1/2)</li> </ul>	<ul style="list-style-type: none"> <li>Fashion Design II (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Practicum in Marketing I (3) Work-Based Learning OR Internship</u></li> </ul>

<b><i>Business Management &amp; Administration</i></b>			
<ul style="list-style-type: none"> <li>Business Information Management I (1)</li> <li>Survey of Business, Marketing &amp; Finance (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Business Information Management II (1)</li> <li>Entrepreneurship (1)</li> </ul>	<ul style="list-style-type: none"> <li>Business Law (1)</li> <li><u>Global Business (1/2)</u></li> </ul>	CTEC – Practicum in Marketing I (3) <u>Work-Based Learning OR Internship</u>
<b><i>Financial Systems</i></b>			
<ul style="list-style-type: none"> <li>Survey of Business, Marketing &amp; Finance (1)</li> </ul>	<ul style="list-style-type: none"> <li>Accounting I (1)</li> <li>Banking &amp; Financial Services (1/2)</li> <li>Dollars &amp; Sense (1/2)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Accounting II (1)</li> <li>CTEC – Money Matters (1)</li> </ul>	CTEC – Securities & Investments (1)
<b><i>Hospitality &amp; Tourism</i></b>			
<ul style="list-style-type: none"> <li>Survey of Hospitality &amp; Tourism (1)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Culinary Arts (1)</li> <li><u>CTEC – Hotel Management (1)</u></li> <li>Travel &amp; Tourism Management (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Culinary Arts I (2)</li> <li><u>CTEC – Hospitality Services (2)</u></li> </ul>	<ul style="list-style-type: none"> <li>CTEC –Culinary Arts II(2)</li> <li>CTEC – Baking &amp; Pastry (1)</li> <li><u>Dual Credit</u></li> <li>CTEC – Practicum in Hospitality Services (2) <u>Internship</u></li> <li>Food Science (1) (Science Credit)</li> </ul>
<b><i>Information Technology</i></b>			
<ul style="list-style-type: none"> <li>Computer Maintenance (1)</li> <li><u>Articulated Credit</u></li> <li>Survey of Information Technology (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Cybersecurity (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Internet Working I (CISCO 1) <u>Articulated Credit</u></li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Internet Working II (CISCO 2 &amp; 3) <u>Dual Credit</u></li> </ul>
<b><i>Marketing, Sales, &amp; Service</i></b>			
<ul style="list-style-type: none"> <li>Survey of Business, Marketing &amp; Finance (1)</li> <li>Fashion Marketing (1/2)</li> <li>Digital Media (1)</li> </ul>	<ul style="list-style-type: none"> <li>Sports &amp; Entertainment Marketing (1/2)</li> <li><u>Social Media Marketing (1/2)</u></li> <li><u>Advertising (1/2)</u></li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurship (1)</li> <li>CTEC - Practicum in Marketing I (3) <u>Work-Based Learning OR Internship</u></li> </ul>	CTEC – Practicum in Marketing II (3) <u>Work-Based Learning OR Internship</u>
<b><i>Sports &amp; Entertainment Management</i></b>			
<ul style="list-style-type: none"> <li>Business Informatoin Management (BIM) (1)</li> <li>Professional Communications (1)</li> <li>Introduction to Esports</li> </ul>	<ul style="list-style-type: none"> <li><u>Social Media Marketing (1/2)</u></li> <li><u>Advertising (1/2)</u></li> </ul>	<ul style="list-style-type: none"> <li>Sports &amp; Entertainment Marketing (1/2)</li> <li>CTEC - Practicum in Marketing I (3) <u>Work-Based Learning OR Internship</u></li> </ul>	CTEC – Sports Management (2) <u>Articulated Credit/Internship</u>

### MULTIDISCIPLINARY ENDORSEMENT

This is one recommended approach for this endorsement. Please view the FISD Course Catalog for prerequisites and other specifics.

1 <sup>st</sup> Course in Sequence	2 <sup>nd</sup> Course in Sequence	3 <sup>rd</sup> Course in Sequence	4 <sup>th</sup> Course in Sequence
<b>Core Courses – 16 total credits; select one credit from each core area in each sequence box must meet prerequisites for each course in sequence (Dual Credit Courses in these areas count towards the requirements, see catalog for all options and courses)</b>			
<ul style="list-style-type: none"> <li>English 1 / English 1 Advanced / GT Humanities I</li> <li>Biology / Biology Advanced</li> <li>Algebra 1 / Algebra 1 Advanced</li> <li>World Geography / AP Human Geography</li> </ul>	<ul style="list-style-type: none"> <li>English 2 / English 2 Advanced</li> <li>Chemistry / Chemistry Advanced</li> <li>Geometry / Geometry Advanced</li> <li>World History / AP World History / GT Humanities II</li> </ul>	<ul style="list-style-type: none"> <li>English 3 / AP English Language / IB English</li> <li>Physics / AP Physics 1 / IB Physics</li> <li>Algebra 2 / Algebra 2 Advanced</li> <li>US History / AP US History / IB History / GT American Studies</li> </ul>	<ul style="list-style-type: none"> <li>English 4 / AP English Literature / College Readiness English / IB English</li> <li>AP Physics 2 / AP Physics C / AP Biology / AP Chemistry / IB Physics or other 4th Science</li> <li>Pre Calculus / AP Statistics / IB Math or other 4th Math</li> <li>Government (1/2) &amp; Economics (1/2) or</li> <li>AP Government (1/2) &amp; AP Economics (1/2)</li> <li>IB History</li> </ul>

### PUBLIC SERVICE ENDORSEMENT

Unless noted, this endorsement can be earned with 4 credits in a coherent sequence with at least one advanced course. Underlined courses are considered advanced courses. Please view the FISD Course Catalog for prerequisites and other specifics.

1 <sup>st</sup> Course in Sequence	2 <sup>nd</sup> Course in Sequence	3 <sup>rd</sup> Course in Sequence	4 <sup>th</sup> Course in Sequence
<b>Education &amp; Training</b>			
Survey of Education & Training (1)	<ul style="list-style-type: none"> <li>Child Development (1)</li> <li>Interpersonal Studies (1/2)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC –Education &amp; Training (2) Internship</u></li> <li><u>CTEC – Child Guidance (2) Internship</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Practicum in Education &amp; Training (2) Internship</u></li> <li><u>CTEC – Practicum in Child Guidance(2) Internship</u></li> </ul>
<b>Government &amp; Public Administration</b>			
CTEC – Survey of Gov't & Public Admin (1)	<ul style="list-style-type: none"> <li>CTEC – Court Systems &amp; Practices (1)</li> <li>CTEC – Political Science (1)</li> <li>Competitive Trial Advocacy (1)</li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Mock Trial (1)</li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Practicum in Government (2) Internship</u></li> <li><u>CTEC – Foreign Service &amp; Diplomacy (1)</u></li> </ul>
<b>Health Science</b>			
Medical Terminology (1)	<ul style="list-style-type: none"> <li>Health Science (1) (Health Credit)</li> <li><u>Anatomy &amp; Physiology (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Health Science Clinical (2) Articulated Credit/Internship</u></li> <li><u>CTEC – Pathophysiology (1) (Science Credit)</u></li> <li><u>CTEC – Medical Microbiology (1) (Science Credit)</u></li> <li><u>Future Ready Health Care (1)</u></li> <li><u>Rehabilitation Aide (2) Dual Credit</u></li> <li><u>Medical Scribe (2) Dual Credit</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CC - Pharmacy Technician (2) Dual Credit</u></li> <li><u>Practicum in Health Science</u></li> </ul>
<b>Law, Public Safety, Corrections, &amp; Security</b>			
CTEC – Survey of Law, Public Safety, Corrections & Security (1)	CTEC – Law Enforcement I (1)	CTEC - Law Enforcement II (1)	CTEC – Forensic Science (1) (Science Credit)

**STEM (Science, Technology, Engineering, and Math) ENDORSEMENT**

Unless noted, this endorsement can be earned with 4 credits in a coherent sequence. Please view the FISD Course Catalog for prerequisites and other specifics.

1 <sup>st</sup> Course in Sequence	2 <sup>nd</sup> Course in Sequence	3 <sup>rd</sup> Course in Sequence	4 <sup>th</sup> Course in Sequence
<b>Computer Science – In addition to Algebra 2, Chemistry, &amp; Physics</b>			
<ul style="list-style-type: none"> <li>Computer Science I (1)</li> <li>Computer Science I Advanced (1)</li> <li>AP Computer Science Principles</li> </ul>	<ul style="list-style-type: none"> <li><u>AP Computer Science A (2)</u></li> </ul>	<ul style="list-style-type: none"> <li>CTEC – Video Game Programming I (1)</li> <li><u>Computer Science III Advanced (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – Video Game Programming II</u></li> <li><u>CTEC – Mobile Application Programming (1)</u></li> </ul>
<b>Math – 5 Total Math Credits (Completion of TWO additional math credits AFTER completion of Algebra 2) – must meet prerequisites for math courses - In addition to Chemistry &amp; Physics</b>			
Algebra 1 Advanced/ Algebra 1	<ul style="list-style-type: none"> <li>Algebra 2 / Algebra 2 Advanced</li> <li>Geometry / Geometry Advanced</li> <li>AP Computer Science A</li> </ul>	<ul style="list-style-type: none"> <li>AP Statistics</li> <li>Pre-Calculus / Pre-Calculus Advanced</li> <li>IB Math</li> </ul>	<ul style="list-style-type: none"> <li>College Algebra (1/2) / Statistics (1/2) <b>Dual Credit</b></li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>IB Math</li> </ul>
<b>Science – 5 Total Science Credits (Completion of TWO additional science credits AFTER successful completion of Biology, Chemistry, and Physics)</b>			
Biology / Biology Advanced	<ul style="list-style-type: none"> <li>Chemistry / Chemistry Advanced</li> <li>Anatomy &amp; Physiology</li> <li>Physics / AP Physics 1</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Systems</li> <li>AP Environmental Science</li> <li>AP Biology</li> <li>AP Chemistry</li> <li>Earth &amp; Space Science</li> <li>IB Physics</li> <li>IB Biology</li> </ul>	<ul style="list-style-type: none"> <li>AP Physics B</li> <li>AP Physics C</li> <li>CTEC-Medical Microbiology (1)</li> <li>CTEC – Pathophysiology (1)</li> <li>Forensic Science</li> <li>Animal Science</li> <li>Food Science</li> <li>IB Physics</li> <li>IB Biology</li> </ul>
<b>Science, Technology, Engineering &amp; Mathematics</b>			
CTEC – PLTW – Introduction to Engineering Design (1)	<ul style="list-style-type: none"> <li><u>CTEC – PLTW – Principles of Engineering Design (1)</u></li> </ul>	<ul style="list-style-type: none"> <li><u>CTEC – PLTW - Digital Electronics (1)</u></li> <li><u>CTEC – PLTW – Aerospace Engineering (1)</u></li> <li><u>CTEC – PLTW – Civil Engineering &amp; Architecture (1)</u></li> </ul>	<u>CTEC – PLTW – Engineering Design &amp; Development (1)</u>

\*Students may choose AP Computer Science Principles as a precursor to the first course in the Computer Science pathway and earn the endorsement with 4 credits in the sequence.

# Graduation Programs Chart

This chart outlines credits required. Various options and levels of courses are described in this Guide.

SUBJECT AREA	FOUNDATION HIGH SCHOOL PROGRAM <i>(May only be selected at the conclusion of the 10th grade year)</i>	FHSP+ENDORSEMENT <i>with option of</i> <b>DISTINGUISHED LEVEL OF ACHIEVEMENT</b>
<b>ENGLISH</b>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III or equivalent</li> <li>• English IV or equivalent</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III or equivalent</li> <li>• English IV or equivalent</li> </ul>
<b>MATH</b>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• 3rd Credit of Math <a href="#">Approved by TEA</a></li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II <i>(Required for DLA)</i></li> <li>• 4th Credit of Math</li> </ul>
<b>SCIENCE</b>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• Biology</li> <li>• An additional credit must be selected from the following courses:               <ul style="list-style-type: none"> <li><input type="checkbox"/> IPC</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Physics</li> </ul> </li> <li>• One additional science credit selected from the course catalog</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• Biology</li> <li>• An additional credit must be selected from the following courses:               <ul style="list-style-type: none"> <li><input type="checkbox"/> IPC</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Physics</li> </ul> </li> <li>• Two additional science credits selected from the course catalog</li> </ul>
<b>SOCIAL STUDIES</b>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• World Geography</li> <li>• World History</li> <li>• U.S. History</li> <li>• Economics (.5 credit)</li> <li>• U.S. Government (.5 credit)</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• World Geography</li> <li>• World History</li> <li>• U.S. History</li> <li>• Economics (.5 credit)</li> <li>• U.S. Government (.5 credit)</li> </ul>
<b>FINE ARTS</b>	<b>1 Credit</b> Fine Arts (see course catalog for options)	<b>1 Credit</b> Fine Arts (see course catalog for options)
<b>SPEECH</b>	<b>.5 Credit</b> – Professional Communications/ <a href="#">equivalent</a>	<b>.5 Credit</b> – Professional Communications/ <a href="#">equivalent</a>
<b>HEALTH</b>	<b>.5 Credit</b> – Health	<b>.5 Credit</b> - Health
<b>TECHNOLOGY APPLICATIONS</b>	<b>1 Credit</b> Technology Applications ( <a href="#">see course catalog for options</a> )	<b>1 Credit</b> Technology Applications ( <a href="#">see course catalog for options</a> )
<b>WORLD LANGUAGE</b>	<b>2 Credits</b> from the Same Language	<b>2 Credits</b> from the Same Language
<b>PHYSICAL EDUCATION</b>	<b>1 Credit</b> (see course catalog for options)	<b>1 Credit</b> (see course catalog for options)
<b>ADDITIONAL COURSES</b>	<b>5.0 Credits</b> (see course guide for options)	<b>4.0 Credits</b> (see course catalog for options)
<b>TOTAL</b>	<b>25 CREDITS</b>	<b>26 CREDITS</b> (including 4 credits in a coherent sequence - see endorsement pathways)

## Graduation Program Worksheet

8th or Summer School	9th Grade	10th Grade	11th Grade	12th Grade
	1. English I choice:	1. English II choice:	1. English III choice:	1. English IV choice:
	2. Math choice: <i>(most often Algebra I or Geometry)</i>	2. Math choice: <i>(most often Geometry or Algebra II)</i>	2. Math choice: <i>(most often Algebra II or Pre-Calculus)</i>	2. 4th Year Math choice: <i>(most often AP Statistics or AP Calculus)</i>
	3. World Geography choice:	3. World History choice:	3. U.S. History choice:	3. Government & Economics choice:
	4. SCIENCE <i>(most often Biology)</i>	4. SCIENCE <i>(most often Chem; IPC is an option)</i>	4. 3 <sup>rd</sup> Science <i>(often Physics)</i>	4. 4 <sup>th</sup> Science <i>(multiple options)</i>
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.

*\*Worksheet not intended to represent all possible options for students*

## Grading & Grade Point Average (GPA)

There are two different grade point averages (or GPAs) that are calculated for each high school student. The unweighted GPA (often referred to as the "college" GPA) is a traditional GPA based on a 4.0 scale where all courses are counted equally. Colleges are easily able to compare this type of GPA from districts across the nation. The GPA for Rank or weighted GPA is based on a 6.0 scale where different courses carry different weights. The State of Texas requires public schools to publish the rank for the top 10% of students in each class. In Texas, students who are in the top 10% of their graduating class receive automatic admission to any public university or college in Texas, with the exception of the University of Texas. Students in the top 6% of their graduating class of 2022 receive automatic admission to the University of Texas.

### Weighted GPA

Both the unweighted GPA and the weighted GPA are posted on a student's transcript. Rank in class, honor graduate status, valedictorian and salutatorian determination shall be based on a weighted GPA system. Grade points shall be based on semester grades for courses taken for high school credit. The GPA shall be computed to three decimal places. The third quarter marking period shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian for seniors. Dual credit grades shall not be recorded at the third marking period and the first semester grade will count for purposes of determining rank, honor graduate status, valedictorian, and salutatorian.

Rank in class will only be published for students in the top 10% of their class at the end of each semester. For seniors only, rank in class will also be published at the beginning of the school year. The lowest-weighted GPA of seniors in the top 10 percent, first quartile, second quartile, and third quartile will be published in the Student Portal after each calculation period, so students will know generally where they fall in relation to their peers. Information for juniors, sophomores and freshmen will be published only in February and June.

### GPA for Rank Excluded Courses

For the graduating classes of 2021 and 2022, all high school credit courses taken during the regular school year shall count toward the unweighted GPA and weighted GPA except the following:

- Courses that are Pass/Fail
  - Aide positions
  - Peer tutoring
  - SAT Prep Classes
  - Driver's Education
- College courses that are not approved dual credit courses
- Courses taken during Summer School, unless dual credit (GPA is always recorded for dual credit courses)
- World language courses taken concurrently outside normal school hours
- Credit by Exam/Exam for Acceleration (CBE/EA)
- Local Credits
- Distance learning courses unless the course receives prior district approval
  - Frisco ISD Virtual Academy courses, online Chinese courses taken with Frisco ISD during the regular school day are included in the weighted GPA.

For the class of 2023, all high school credit courses taken during the regular school year shall count toward the unweighted GPA and the weighted GPA except the following:

- Courses that are Pass/Fail such as:
  - Aide positions
  - Peer tutoring
  - SAT Prep Classes
  - Driver's Education
- College courses that are not approved dual credit courses
- Courses taken during Summer School, unless assigned by the district as credit recovery
- World language courses taken concurrently outside normal school hours
- Credit by Exam/Exam for Acceleration (CBE/EA)
- Local Credits
- Distance learning courses unless the course receives prior district approval
  - Frisco ISD Virtual Academy courses, RAIL courses taken for credit recovery, online Chinese courses taken with Frisco ISD during the regular school day are included in the weighted GPA.

For the class of 2024 and beyond, all high school credit courses taken during the regular school year shall count toward the unweighted GPA and weighted GPA except the following:

- Local Credits
- Courses that are Pass/Fail such as:
  - Aide positions
  - Peer tutoring
  - SAT Prep Classes
  - Driver's Education
- Credit by Exam/Exam for Acceleration (CBE/EA)

Note that neither grade points nor credit will be awarded for summer enrichment programs. For the Class of 2023 and beyond students taking credit recovery courses online will receive GPA points.

### Optional GPA Exclusions (starting with the class of 2021)

In order to encourage commitment and retention to a Fine Arts or Athletics program for a full four years and encourage participation in the upper level courses in these areas, students have the option to exclude from weighted GPA calculation one credit each year in grade 11 and grade 12. This allows juniors and seniors who are on track to meet all graduation requirements to participate in the following programs in the third and/or fourth year on a GPA exempt basis. ***This option should only be considered by students who have a weighted GPA of 5.0 or greater.***

The eligible single courses include the following:

Theater/Tech Theater	Dance/Drill Team	Athletic Trainer
Band	Color Guard	Athletics/Manager`
Choir	Orchestra	

*\*Not to include ensemble or Off Campus PE*

To exclude a course from weighted GPA calculation, students must have two years participation in the single program of interest in two previous school years during high school. Students must complete the "GPA Opt Out" by April 16 to request an exemption for the upcoming school year. The exemption form can be found on the student portal under the GPA Opt Out tile. Students may submit his or her exemption by the elective change deadline each spring. Students new to Frisco ISD may submit his or her request up to two weeks after receiving his or her first transcript with calculated GPA.

\*The GPA exemption only applies for areas of Fine Arts that do not contain options for weighted credit, thus Art is not an eligible area (Advanced and AP Art courses are available in the four-year pathways). See Board Policy [EIC\(LOCAL\)](#)

### Course Grade Weights

**For the classes of 2021 and 2022**, all numeric grades shall be converted to a weighted scale as indicated in the chart below. A zero shall be calculated for any grade below a 70.

Grade	Advanced/AP/Other designated courses	College Dual Credit/Other designated courses	High School/ On Level
100	6.0	5.5	5.0
99	5.9	5.4	4.9
98	5.8	5.3	4.8
97	5.7	5.2	4.7
96	5.6	5.1	4.6
95	5.5	5.0	4.5
94	5.4	4.9	4.4
93	5.3	4.8	4.3
92	5.2	4.7	4.2
91	5.1	4.6	4.1
90	5.0	4.5	4.0
89	4.9	4.4	3.9
88	4.8	4.3	3.8
87	4.7	4.2	3.7
86	4.6	4.1	3.6
85	4.5	4.0	3.5
84	4.4	3.9	3.4
83	4.3	3.8	3.3
82	4.2	3.7	3.2
81	4.1	3.6	3.1
80	4.0	3.5	3.0
79	3.9	3.4	2.9
78	3.8	3.3	2.8
77	3.7	3.2	2.7
76	3.6	3.1	2.6
75	3.5	3.0	2.5
74	3.4	2.9	2.4
73	3.3	2.8	2.3
72	3.2	2.7	2.2
71	3.1	2.6	2.1
70	3.0	2.5	2.0
Below 70	0	0	0

### **6.0 Other Designated Courses**

Computer Science III Advanced

### **5.5 Other Designated Courses**

Independent Study and Mentorship  
Academic Decathlon I, II

## Course Grade Weights

**For the class of 2023 and beyond**, all numeric grades shall be converted to a weighted scale as indicated in the chart below. A zero shall be calculated for any grade below a 70.

Grade	Tier III*	Tier II**	Tier I***
100	6.0	5.5	5.0
99	5.9	5.4	4.9
98	5.8	5.3	4.8
97	5.7	5.2	4.7
96	5.6	5.1	4.6
95	5.5	5.0	4.5
94	5.4	4.9	4.4
93	5.3	4.8	4.3
92	5.2	4.7	4.2
91	5.1	4.6	4.1
90	5.0	4.5	4.0
89	4.9	4.4	3.9
88	4.8	4.3	3.8
87	4.7	4.2	3.7
86	4.6	4.1	3.6
85	4.5	4.0	3.5
84	4.4	3.9	3.4
83	4.3	3.8	3.3
82	4.2	3.7	3.2
81	4.1	3.6	3.1
80	4.0	3.5	3.0
79	3.9	3.4	2.9
78	3.8	3.3	2.8
77	3.7	3.2	2.7
76	3.6	3.1	2.6
75	3.5	3.0	2.5
74	3.4	2.9	2.4
73	3.3	2.8	2.3
72	3.2	2.7	2.2
71	3.1	2.6	2.1
70	3.0	2.5	2.0
Below 70	0	0	0

### **Class of 2024 and beyond**

Summer school, online courses, correspondence courses, pre-approved World Language courses, pre-approved college courses, and courses taken for credit recovery will all be factored into the GPA for Rank. Previously, these courses were exempted from the GPA for Rank.

\***Tier III** - AP/IB/other designated courses

\*\***Tier II** - Advanced / College Dual Credit / ISM/AcDec I/AcDec II/Designated PLTW courses

\*\*\***Tier I** - High School/On Level

### **Tier III Designated Courses**

All AP Courses

All IB Courses

Computer Science III Advance

### **Tier II Designated Courses**

All Advanced courses

Approved dual credit courses

Independent Study and Mentorship I and II

Academic Decathlon I and II

Civil Engineering

Aerospace Engineering

Digital Engineering

Engineering Design & Development

For courses earning two credits, the grade will be counted twice in the weighted and unweighted GPA calculations. The course description will indicate the number of credits in the Course Catalog.

### Valedictorian and Salutatorian Requirements

Each district high school shall have a valedictorian and salutatorian. Candidates must be 8 semester graduates and in attendance at the awarding high school continuously, commencing with enrollment no later than the first day of the second nine-weeks marking period of the student's junior year through graduation. The valedictorian shall be the eligible graduate with the highest GPA; the salutatorian shall be the eligible graduate with the second highest GPA.

### Honor Graduates

Each level of Honor Graduates will be determined by the student's weighted grade point average at the end of the 3rd quarter which will be no lower than 4.0 with no rounding. Honor Graduates will be denoted in the graduation program.

### Transfer Students

#### Transfer Grades - Transcripts from within the United States

When a transcript is received from an accredited school within the United States, credit and GPA points will be awarded following review by the school staff. All academic information (including course type and grades) must be noted on an official transcript. Report cards are not considered as official documents. Courses will be interpreted to Texas equivalency courses/credits and used to determine course sequencing. When letter grades are listed on the transcript, the information below will be used to determine the numerical equivalent. If a numerical range is listed on the transcript, the midpoint will be calculated and used.

91 for A-	81 for B-	71 for C-
95 for A	85 for B	75 for C
98 for A+	88 for B+	78 for C+

(If prior district awarded credit for a D, a "P" will indicate credit.)

All transferred credits will be calculated for GPA in accordance with FISD guidelines (see TRANSFER GRADES). Weighted GPA points for an advanced course will be awarded only if:

- the course is recorded as advanced on an official Academic Achievement Record (AAR)
- and*
- a comparable course was offered in FISD during the same school year.

#### Transfer Grades - Transcripts from outside the United States

Parents are responsible for providing a transcript translated into English if translation is required. Courses will be interpreted to Texas equivalency courses/credits and used to determine course sequencing. Transcripts from outside of the United States (except for accredited international schools offering Advanced Placement, International Baccalaureate, or Cambridge curriculum or Department of Defense schools as described below) will not receive a letter grade or numerical equivalency. A "P" for passing will be assigned to designate that credit was earned, and GPA points are not awarded. The maximum number of transcribed course credits that may be awarded via transcript per school year is eight. Credit is awarded based on review by school staff. International schools accredited by US entities that offer Advanced Placement, International Baccalaureate, or Cambridge curriculum as well as the Department of Defense schools will be reviewed in the same manner as transcripts received from accredited schools from within the United States. Credit and GPA points may be awarded following review by school staff.

**Credit for World Languages** – See **Alternative Methods for Earning Credit** for additional World Language opportunities.

## Grading System

Student academic evaluation is achieved through the use of a grading system. An average grade of 70 is required for successful completion of a course. The grading system of the Frisco Independent School District shall be in accordance with the following scale:

**A:** 90-100

**B:** 80-89

**C:** 70-79

**F:** Below 70

If a student fails one semester, but passes the second semester of the same course, a student may gain credit for that semester if they “average pass” the course. To average pass, the averages of the two semesters must be at or above 70%. First and second semester grades must average to a 70 or above to earn full credit.

Each teacher is required to effectively communicate their grading standards to students and parents. Grade reports are posted each nine weeks, usually on the Friday following the end of the grading period. Progress reports to parents are posted at three-week intervals. All FISD secondary schools participate in the Home Access Center, a web-based communications system that allows parents and students to obtain information online regarding the student’s current grades as well as assignment information. Students and parents will be given instructions regarding utilization of this system at the beginning of the year.

## UIL Academic Eligibility

### High School

In accordance with UIL eligibility policy and the Texas Education Agency, Frisco ISD has determined that any student who takes any advanced level IB or AP course for high school credit will automatically retain UIL eligibility for extracurricular activities including Athletics, Fine Arts, and Academic competitions regardless of their marking period grade.

Additionally, advanced level courses listed below for high school credit will automatically retain UIL eligibility for extracurricular activities including Athletics, Fine Arts, and Academic competitions regardless of their marking period grade.

#### **High School Credit:**

Algebra I Advanced

Geometry Advanced

Algebra II Advanced

Pre-Calculus Advanced

English I, II Advanced

Biology Advanced

Chemistry Advanced

Spanish II, III Advanced

French II, III Advanced

Chinese III Advanced

Computer Science III Advanced

Grades earned in dual credit English, mathematics, science, social studies, economics, or language other than English courses are exempt from the UIL eligibility requirements.

## Middle School

Any student who takes an advanced level course that does not earn high school credit and is listed below will automatically retain UIL eligibility for extracurricular activities including Athletics, Fine Arts, and Academic competitions, if the grade earned at the first six week UIL eligibility checkpoint, or any subsequent nine week marking period is between a 60%-69%. A student who earns below a 60% at the first six week UIL eligibility checkpoint, or any subsequent nine week marking period will be ineligible to participate in UIL activities until the next opportunity to regain UIL eligibility.

The following courses are designated as advanced level courses for the purpose of retaining eligibility:

### **Middle School Credit Only:**

Integrated Language Arts 6, 7, and 8 Advanced

GT Integrated Language Arts 6, 7, and 8 Advanced

Math 6, 7, and 8 Advanced

Science 7 and 8 Advanced

## Frequently Asked Questions for 9-Weeks Grading Periods

### Philosophy of Assessment and Grading

The goal of Frisco ISD's assessment and grading system is to help ensure student mastery of the curriculum. The system exists to communicate student performance to all stakeholders.

1. **Assessment:** The purpose of assessment is to provide timely and continuous feedback to students and parents in order to track progress, teachers in order to make instructional decisions regarding intervention/extension, and stakeholders in order to make placement/program decisions.
2. **Grading:** Grades serve as artifacts of learning and communicate what students know and are able to do for a wide variety of audiences including students, parents, school administrators, post-secondary institutions, and employers. Grades need to be a true reflection of the student's relative level of mastery of content, knowledge, and skills. While grades are a final necessity for certain processes (gpa, rank), grades only represent a student's understanding of a specific topic at a point in time.

## Student Information

### Classification of Students

The following standards apply to grade classification. Standing is determined at the start of each school year. Classification is for the complete school year.

- **Freshman (9th grader):** A student entering high school for the first time or having fewer than 6 credits will be classified as a 9th grader.
- **Sophomore (10th grader):** A student who has earned a minimum of 6 credits will be classified as a 10th grader.
- **Junior (11th grader):** A student who has earned a minimum of 12 credits will be classified as an 11th grader.
- **Senior (12th grader):** A student who has earned a minimum of 18 credits will be classified as a 12th grader.

Students who are enrolled in the correct number of credits to graduate in the current school year may also be classified as a senior with principal approval.

### Minimum Course Enrollment

In order to qualify as a full-time student Frisco ISD students must be enrolled in at least the equivalent of 6 credit classes each semester, 5 of which must be state credits. Late arrival or early dismissal

periods may be granted for 11th and 12th grade students if they are satisfactorily progressing toward graduation. All 9th and 10th grade students should be enrolled in eight class periods.

## **STAAR End of Course Exams (EOCs)**

All students in applicable courses will take STAAR End of Course (EOC) Assessments in accordance with state law. Satisfactory performance on all EOCs is a graduation requirement. Students not meeting satisfactory performance on EOCs will be given the opportunity to retest three times per year in accordance to the state testing calendar. A four-hour time limit applies to Algebra I, Biology, and U.S. History. A five-hour time limit applies to English I and English II.

End of course exams occur in the late Spring. Dual credit students in HIST 1302 will take the EOC for US History in the December testing window.

Middle school students enrolled in high school EOC tested courses will only be required to take the EOC assessment for the courses in which they are enrolled.

### **The State acknowledges performance levels as the following:**

Masters Grade Level

Meets Grade Level

Approaches Grade Level

Did Not Meet Grade Level

### **Students Not Meeting “Approaches Grade Level” Standard on EOC**

The “Approaches Grade Level” standard is considered passing on each EOC. Additional academic support will be provided by the district for students failing to meet this standard for each assessment. Parents and students will receive information regarding additional support and test dates. Students may not be eligible for late arrival/early release as juniors and seniors if they have failed to meet the requirements of the STAAR assessment program. Individual Graduation Committees may be convened for students failing to approach grade level on two EOCs.

### **8th Grade STAAR**

8th grade students must meet the Approaches Grade Level standard on both Math and Reading STAAR assessments. When students do not meet the level within the three available testing administrations, the Grade Placement Committee, along with the parent and student will meet to determine a plan. The committee determines whether to place the student in 9th grade and to develop a plan for accelerated instruction during the next school year to ensure the student meets the standards set for the 9th grade courses. The Grade Placement Committee may promote a student who they believe can achieve grade level performance with accelerated instruction within the ninth grade year. Accelerated instruction plans may include tutorials or intervention courses designed to provide students with the skills needed for success.

More information on STAAR/EOC at <https://tea.texas.gov/student.assessment/staar/>

# Career and Technical Education

## Mission & Purpose of Career and Technical Education

The mission of Career and Technical Education is to prepare students to succeed in high demand occupations within the competitive global economy and to provide students with the academic skills necessary to continue their education in post-secondary schools. Career and Technical Education can help students explore their potential and establish future career goals. Students can use the CTE Pathways to choose courses that interest them and do not need to take every course listed under each grade level as there are many options within each program.

## The Career & Technical Education Center (CTEC)

The Frisco ISD CTE Center houses advanced CTE courses for Frisco ISD high school students. Students will remain on their home campus for all coursework with the exception of the courses designated as (CTEC) which are taught at the Frisco ISD CTE Center.

The Frisco ISD CTE Center allows students to explore postsecondary and career options with an industry-standard learning experience. Students are able to pursue an interest rather than make a life-long commitment. This allows an opportunity for students to choose courses that truly interest them, providing a meaningful connection to the curriculum and school. Due to limitations in some field site placements and the competitive nature of the programs, completing the prerequisites does not guarantee a position in some of the advanced CTE Courses offered at the CTE Center.

Programs at the Frisco ISD CTE Center may have fees associated with them for lab materials, supplies, student organization costs, industry-standard or professional certification examinations, and uniforms or standard dress requirements.

Frisco ISD will provide transportation to and from the CTE Center during the instructional day. At times, CTE Center courses may conflict with non-academic activities on the home campus. Students will be expected to remain in their academic classes at the CTE Center. CTE Center students are also expected to maintain good attendance, behavior, and grades.

For more information, visit the Frisco ISD CTE Center at <http://schools.friscoisd.org/spc/cte> or by phone at 469-633-6780.

## CTE Courses and Dual and Articulated College Credit

The intent of offering dual and articulated college credit is to provide the student with academic and workplace skills that will allow the individual to successfully enter post-secondary education, the job market, or the military. All students, including special populations and non-traditional populations, have equal access to all of these programs of study. Dual and articulated college credit encourages high skill attainment in both academic and technical areas and utilizes technology in the classroom.

## CTE Courses and Science Credit

CTE Classes that count for FISD Graduation Credit as a 4th Science:

- Animal Science
- Advanced Plant & Soil Science
- Food Science
- Forensic Science

- Medical Microbiology
- Pathophysiology

### **CTE Courses and Fine Arts Credit**

CTE Classes that count for FISD Graduation Credit towards Fine Arts:

- 3D Modeling & Animation
- Floral Design

### **CTE Courses and Math Credit**

CTE Classes that count for FISD Graduation Credit as a 4th Math:

- AP Computer Science A

### **CTE Courses and Health Credit**

CTE Classes that count for FISD Graduation Credit towards Health:

- Health Science

Frisco Independent School District offers career and technical education programs listed in this document. Admission to these programs is based on grade level, age appropriateness, interest, class space availability, and aptitude. It is the policy of Frisco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

### Estimated Fees/Cost Associated with CTE Courses

Course	Fees/Costs
3D Modeling & Animation	\$25
Accounting I	\$19.20 Workbook
Accounting II	\$20
Advanced Fashion Design	\$25
Advanced Floral Design	\$50
PLTW Aerospace Engineering	\$20
Agricultural Mechanics	\$30
Animation I & II	\$25
Child Guidance	\$30, \$3 CPR Certification
PLTW Civil Engineering & Architecture	\$20
Competitive Trail Advocacy	\$10
Culinary Arts I & II	\$50, \$20 Uniform
PLTW Digital Electronics	\$20
Education & Training	\$30, \$3 CPR Certification
Practicum in Health Science	\$200-\$300 Certification Exams, Health Screenings
PLTW Engineering Design and Development	\$20
Fashion Design I & II	\$25
Fashion Marketing	\$15
Floral Design	\$50
Food Science	\$30
Health Science	\$50 Exam, supplies
Health Science Clinical	\$200-\$300 Certification Exams, Health Screenings
Horticultural Science	\$25
Interior Design I	\$25
Introduction to Culinary Arts	\$50 ServSafe Exam, Lab Fees
Journalism/Photojournalism	\$50
Medical Microbiology	\$50 Lab Supplies
Mock Trial	\$10
Practicum in News Production I	\$50
Practicum in News Production II	\$50

Pathophysiology	\$25 Lab Supplies
Pharmacy Technician	\$200-\$300 Certification Exams, Health Screenings
PLTW Introduction to Engineering Design	\$5-\$10
Practicum in Child Guidance	\$30
Practicum in Government	\$3 CPR Certification
PLTW Principles of Engineering	\$10
Sports Management	\$30 DECA Dues (depending on campus)
Survey of Law, Public Safety, Corrections & Security	\$3 CPR Certification
Wildlife Management	\$25 Hunting Safety Permit

**Courses listed below require a Work-Based Learning Program Qualification Form (CTEC)**

Architectural Design II	Future Ready Health Care
Baking & Pastry	Practicum in Government
Child Guidance	Practicum in Graphic Design and Illustration
Child Guidance-Practicum	Practicum in Marketing
Competitive Trial Advocacy	Practicum in Veterinary Medical Applications
Culinary Arts I	Practicum in Sports Broadcasting I
Culinary Arts II	Practicum in Sports Broadcasting II
Education and Training	Sports Management
Education and Training-Practicum	

**Courses listed below require the completion of a Collin College Qualification Process**

Health Science Clinical
Medical Scribe
Pharmacy Technician
Practicum in Health Science
Rehabilitation Aide

**Courses listed below require a Program Qualification Form (Centennial, Frisco, Heritage & Lone Star)**

INCubatoredu
ACCEratoredu

# Dual Credit Courses

## General Information Regarding Dual Credit

Frisco ISD offers dual credit opportunities with **Collin College and the University of North Texas**. Qualified students may be enrolled in a FISD High school and Collin College/University of North Texas for specified classes noted in the FISD Course Catalog. Students in dual credit courses earn both high school and college credit. Students must meet Collin College/University of North Texas admissions requirements and secure their high school counselor's approval for the dual credit courses selected. The University of North Texas **North Texas Now! dual credit program** has limited enrollment and requires an admissions process. Students will follow a set course pathway that is designated as part of the program. Please see <http://www.friscoisd.org/departments/dual-credit/unt> for additional information on the courses and the admissions process. Students must successfully complete the Texas Success Initiative Examination (TSI) or provide proof of exemption from TSI, and an A/B grade point average is recommended.

Students are responsible for paying for tuition, books, and fees associated with Collin College and University of North Texas dual credit courses. For Collin College dual credit students receiving free or reduced lunch, scholarships for both tuition and books are available.

Registration and payment deadlines for dual credit differ from Collin College registration timelines. In addition, FISD does not approve dual credit for accelerated college courses (i.e. wintermester, maymester, 8-week core courses, etc.) Students should meet with their school counselor if interested in dual credit and reference <http://www.friscoisd.org/departments/dual-credit/home> for registration deadlines and application information.

If a student fails a dual credit course with a grade 0-69%, he or she may not remain enrolled in that same subject for dual credit at Collin College or the University of North Texas. Every effort will be made to enroll the student in the same content area upon return to their home campus the following semester. However, there may be instances where that course is not offered on the campus and the student must complete a different course for graduation. The course may incur a fee if an online course is the only option for either credit recovery or original credit. This is the same process for a student who chooses to drop or withdraw from a course. A student may stay enrolled in dual credit courses for which they are eligible and have not yet received a 0-69% in that subject area. Students who earn 60-69% in a dual credit course will be awarded college credit, but not high school credit. Students will have to either sit in the regular class, if that is an option, or purchase an online alternative to make up the credit. Students receiving a 59% or lower will not receive high school or college credit.

If a student withdraws from a college course, the student can be placed in a similar on-level course on campus. However, if the student withdraws without telling their home campus and does not report to school they will need to complete the entire course from the beginning. This may incur a fee if they have to take the course online through The Frisco R.A.I.L. (Reaching All Innovative Learners, the Frisco ISD online learning program) or through another approved online provider. Students who are removed from the regular school setting and assigned to an alternative educational placement may be required to drop the dual credit courses and incur any penalties or fees associated with dropping.

For more information about Dual Credit, please see FISD website:

<http://www.friscoisd.org/departments/dual-credit/home>

If at any time a student is not allowed to come to campus, they will not be able to keep their dual credit classes in their schedule. Students that take dual credit inside of their school day and who are then reassigned to DAEP will not be able to finish their courses on campus. If the transfer happens prior to the colleges drop period we may be able to move the student to the same course on the campus if the professor approves. If not, the student will be moved to an FISD on-level course. This may mean that a student loses their payment to the college and may incur a failing grade on their college transcript. If a student taking dual credit course is reassigned to a juvenile justice system they will have to level down

and be removed from their dual credit course(s) and the college may place a withdrawal or failing grade on their official college transcript.

### List of Collin College Dual Credit Courses Available (non-CTE courses)

Course	Collin Course Number	High School Credit
Composition I & II	ENGL1301, 1302	English III or IV
World Literature I & II	ENGL2332, 2333	English IV
US History I & II	HIST1301, 1302	US History
Federal Government	GOVT2305	Government
Principles of Macroeconomics	ECON2302	Economics
Texas Government	GOVT2306	Elective
College Algebra	MATH 1314	Math Credit
Elementary Statistical Methods	MATH 1342	Math Credit
Pre-Calculus Math	MATH 2412	Math Credit
Calculus I	MATH 2413	Math Credit
Biology for Science Majors I & II	BIOL1406, 1407	Fourth Science Credit
Biology for Non-Science Majors I & II	BIOL 1408, 1409	Fourth Science Credit
Education – Learning Framework	EDUC1300	Elective
Introduction to Sociology	SOCI1301	Elective
Art Appreciation	ARTS 1301	Elective
Introduction to Speech**	SPCH1311	Speech/Elective

**\*\* Offered to 2021 graduates and beyond**

Dual Credit Career and Technical Education (CTE) Courses are also available.

[Click here for Dual Credit CTE course descriptions](#)

## Alternative Methods for Earning Credit

All alternative methods of earning credit that are completed during the school day adhere to UIL rules and guidelines as well as the TEA-UIL Side-by-Side (No Pass No Play) academic policies.

### Distance Learning & Correspondence for Original Credit

Supplemental coursework should be completed through Frisco ISD programs unless the course is not available. Any distance (online) or correspondence courses must be pre-approved by the campus counselor in order for the student to receive credit. This allows the student to receive academic advisement and ensures that students take courses that are aligned to our FISD scope and sequence. Additionally, students in the class of 2024 and beyond will have these courses included in their GPA. No courses will be accepted by Frisco ISD unless students complete the required pre-approval process. Students and parents/guardians can access the form to gain pre-approval in the Student portal. Please provide at least two weeks to complete the pre-approval process. Once pre-approval has been received, the counselor will advise you on the registration process for any distance (online) or correspondence course. Students will not be approved to take a high school credit course until students have demonstrated successful completion of 8th grade coursework.

**No courses will be accepted by Frisco ISD unless students complete the required pre-approval process.** Pre-approval from your campus counselor guarantees that the appropriate courses are selected to meet graduation requirements and that the courses are aligned to the Frisco ISD scope and sequence. Additionally, students in the class of 2024 and beyond will have these courses included in their GPA calculation. The pre-approval process ensures equity regarding GPA calculations and course inclusion. Limited providers are accepted for Frisco ISD credit. These providers are currently limited to:

- Texas Tech
- University of Texas
- Texas Virtual School Network
- Frisco ISD RAIL courses

Coursework from non-approved providers will not count for credit toward graduation. Courses for credit must be successfully completed in full and transcripts received prior to the start of the semester or else the student will be enrolled in the appropriate course.

### World Language Alternative Credit

Students may also seek a maximum of two credits for the purpose of meeting graduation requirements in languages not offered by the district. These courses must be from an accredited school within the United States and must meet specific criteria in order to be approved by the district World Language coordinator. Courses must be taken outside of normal school hours. Students with graduation dates of 2024 and beyond must provide documentation of grades along with the transcript in order for GPA points to be awarded. GPA points will not be awarded to students graduating prior to 2024.

### The Frisco R.A.I.L: Reaching All Innovative Learners

Online educational opportunities have expanded dramatically in the last several years. Frisco ISD is excited to begin our own supplementary online program to help students with flexible scheduling and personalized learning. Each course requires counselor approval and compulsory attendance still applies. This is a supplemental online program that allows students to catch-up to graduate with their cohort or accelerate to make room for preferred academic courses.

For the most updated information please visit the R.A.I.L website:

<https://www.friscoisd.org/departments/frisco-rail/home>

## Credit Recovery

### Credit Recovery Guidelines

The goal of the Frisco ISD Credit Recovery Program is to assist students deficient in credits while at the same time preserving the integrity of the Fisd diploma. Fisd will ensure that every student has the opportunity to acquire the credits necessary to earn a diploma. It is the responsibility of each student to be aware of their progress toward a diploma and to take full advantage of the assistance available. Students who may potentially be candidates for athletic scholarships should be advised that credits earned through credit recovery may not qualify for minimum core course requirements under NCAA guidelines. See the following link for specific information: <http://www.ncaa.org/student-athletes/future/nontraditional-courses>

High school students who fail a course may recover credit through the following options:

- **Academy Courses during the school day** - If a student has failed 2 courses they may have the opportunity to take online credit recovery for free during the school day. Students should speak with their counselor.
- **R.A.I.L.** - Students may purchase credit recovery or original credit courses through the R.A.I.L. program that are taught by Frisco ISD teachers and follow the Frisco ISD curriculum.
- **Summer School** - Summer school is online and students may purchase credit recovery and some original credit classes.
- **Repeating the class during the school day** - Students with scores below 50 may consider taking the class again in a regular classroom.
- **Credit by Examination** - At certain times students may purchase a CBE to show proof of mastery of content. Please see the section that explains this process.
- **Outside Providers** - Fisd uses TXVSN for coursework that we do not yet provide. A student may reach out to the TXVSN coordinator for options available. These courses vary in cost.

Failing online grades are placed on a student's transcript and beginning class of 2023 credit recovery grades including summer will calculate into GPA.

#### **Fifth year students:**

Fifth year students may be referred to the Student Opportunity Center to complete graduation requirements.

#### **The following information pertains to all grade levels:**

- Any cost associated with Credit Recovery option will be the responsibility of the student and parent.
- Students attending the Student Opportunity Center credit acceleration program during the school day will be provided with transportation to and from the student's home campus to the SOC by the district. Parents and students will be responsible for transportation for all other credit recovery classes taken at the SOC.
- Seniors planning to participate in graduation must provide proof of credit earned and recorded at least 5 school days before graduation. All other students must provide proof of credit prior to the start of the following school year in order to receive credit that would result in promotion to the next grade level. Reclassification is only done each year prior to the start of the school.
- Students must seek prior approval from appropriate campus staff before enrolling in any of the credit recovery options.
- Students should refer to existing guidelines for details regarding correspondence, credit by exam, summer school, night school or online courses.
- Final decisions regarding placement in credit recovery rest with the campus principal.

## Credit Through Testing

Students can earn credit in two slightly different ways by taking examinations:

1. Exam for Acceleration (EA): provides an opportunity to earn grade level or course credit in which no prior formal instruction was completed. Students must demonstrate mastery of 80% or higher on an EA to earn credit.
2. Credit by Exam (CBE): utilized to earn credit for a course, when a student has had prior instruction. Students must demonstrate mastery of 70% or higher on a CBE to earn credit.

After successful completion of a CBE or an EA taken for high school credit, the numerical score earned will be posted to the student's high school transcript, and the student will earn high school credit for the course. The transcribed credit will not be calculated into the student's grade point average (GPA) for ranking purposes. For middle school courses, the student's CBE or EA numerical score will be documented in the student's permanent academic record. Scores not meeting the passing standard are documented in the student's high school transcript or middle school permanent record with "NG" and no credit will be earned.

### Exam for Acceleration - Without Prior Instruction

High school students who wish to earn credit for a course in which they have had no prior formal instruction may test for credit. Examinations for Grade 9-12 are criterion-referenced tests from Frisco ISD, Texas Tech University, University of Texas, Avant Assessment (all World Language Assessment) or the testing instruments approved by the Superintendent or designee. Students will not be approved to take a high school credit course until students have demonstrated successful completion of 8th grade coursework. Students are encouraged to review the course study guide on the university website. If a student fails to achieve the designated score for a subject before the beginning of the school year in which the student would ordinarily be required to enroll in that subject, the student must satisfactorily complete the course to receive credit.

Exams for Acceleration are not offered for courses in which students are currently enrolled and receiving prior instruction. During mid-year windows, such as November and January, students would not be able to receive adequate instruction to gain credit in the subsequent course. The mid-year windows are used for one-semester courses and world languages. Assessment Guidelines online offer additional information.

Beginning with 2022 Window D (in preparation for the 2022-23 school year) if a student scores below 80% on one part of a two-part Exam for Acceleration (EA), but meets standard on the other part of the exam for the same course, a student may gain credit for the course if they "average pass" the EA. To average pass, the averages of the two parts' scores must be at or above 80%. Exam scores from parts one and two taken within one window must average to 80% or above to earn full credit. If an average score of 80% is not obtained within the testing window, both parts will need to be re-taken. Partial course credit (e.g. individual semester credit) will not be awarded for a year-long course. All retake attempts will need to meet state and local guidelines including but not limited to: A student can only take a specific EA once during any given testing window, and a student may not attempt to earn credit by examination for any course more than two times.

To ensure compliance with the requirements for acceptance of exam results, students should complete the district application process (for district testing) or the pre-approval process (for outside testing) prior to taking any examinations for acceleration. Applications are available from the school counselor and must be submitted by the parent by the deadline posted on the Frisco ISD website to gain pre-approval. Please provide at least two weeks to complete the pre-approval process. Once pre-approval has been received, the counselor will advise you on the registration process for acceleration testing. Parents should be aware that there are no exceptions available for students to test for acceleration and plan accordingly. Students may test at any time during the testing window, but must

be registered by the test application deadline. A student may take a specific examination only once during each window. The application deadline and testing window will be determined at the start of each school year and can be found at: <http://www.friscoisd.org/departments/testing/acceleration-credit-by-exam>

Pre-approval from your campus counselor guarantees that the appropriate exams are selected and that pre-requisites and all requirements of Texas Education Code (TEC) §74.24 are met. Limited providers are accepted for Frisco ISD exams for acceleration. These providers are currently limited to:

- Texas Tech
- University of Texas
- Frisco ISD
- Avant Assessment (World Languages Only)

Exams from non-approved providers will not count for credit toward graduation. Exams must be completed and official scores received prior to the start of the semester or else the student will be enrolled in the appropriate course.

Students who may potentially be candidates for athletic scholarships should be advised that credits earned through this method may not qualify for minimum core course requirements under NCAA guidelines. See the following link for specific information:  
<http://www.ncaa.org/student-athletes/future/nontraditional-courses>

### **Credit by Examination - With Prior Instruction**

Students, under certain circumstances, may be able to take credit by exam for a course in which they have had prior instruction but did not receive credit. When course credit is earned through Credit by Examination (CBE) testing, average pass does not apply. Students must earn a passing score for each semester to earn credit for the course and have the grades transcribed. This option must be approved by the campus principal (or designee). This option generally applies to students who have not earned credit due to extenuating circumstances such as a family move, illness, etc. To be eligible for a credit by exam, a student must have had prior instruction in the course. It also may apply to students who were homeschooled or attended a non-accredited private school and need state approved credit. Students who attended school in a foreign country where students were taught in a language other than English may also qualify to test that language (French, Spanish, German) with prior instruction. Students are encouraged to review the admission requirements for universities before choosing the credit by exam option. Students who may potentially be candidates for athletic scholarships should be advised that credits earned through credit by exam may not qualify for minimum core course requirements under NCAA guidelines. See the following link for specific information:  
<http://www.ncaa.org/student-athletes/future/nontraditional-courses>

Applications are available from the school counselor and must be submitted by the parent electronically by the deadline posted on the Frisco ISD website. There is a fee of \$45-\$50 (depending on exam) for each semester exam. Students may test at any time during the testing window, but must be registered by the test application deadline. The application deadline and testing window will be determined at the start of each school year and can be found at :  
<http://www.friscoisd.org/ly/departments/Testing/FriscoISDOnlineCreditbyExamination-HighSchool.htm>

## Exam Study Guides

Please see the following links for study guides:

**Texas Tech University** [https://www.depts.ttu.edu/ttuisd/cbe\\_review\\_sheets.php](https://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php)

**University of Texas** [https://highschool.utexas.edu/cbe\\_study\\_guides](https://highschool.utexas.edu/cbe_study_guides)

### What is “Prior Instruction?”

“Prior Instruction” is constituted by

- Course grade on a transcript below 70
- Transcribed credit from a non-accredited organization
- Credit lost due to excessive absences
  - Students that have missed 25% or more days per semester
- Prior instruction may also be considered if a student has attended 90% or more of a semester but was not able to complete in entirety
  - [TEC 25.092 Texas Education Code, Attendance for Course Credit](#)
  - Comprehensive information regarding Credit by Exam and Exam for Acceleration can be found at <https://www.friscoisd.org/departments/testing/acceleration-credit-by-exam>

See also: [EDHB\(LOCAL\)](#) Board Policy

## Computer Science Substitutes for World Language Credit

In 2013 the Texas Legislature provided the graduation requirement option of substituting two credits in computer programming language for two credits of a language other than English (LOTE). The State Board of Education designated specific courses to fulfill this requirement which include the following courses offered to all FISD students:

Computer Science 1

Computer Science Advanced

Computer Science III Advanced

AP Computer Science Principles

AP Computer Science A

Students may earn a maximum of two World Language (LOTE) credits through these designated computer science courses to fulfill graduation requirements. Students should also be aware of university admission requirements when making the decision to forgo LOTE courses as many universities require foreign language credit.

## GENERAL INFORMATION

### Changing Class Schedules

Students pre-enroll in the spring semester for the upcoming school year, and the master schedule will be based on that information. Students will be able to see and change their course requests pending availability through April 16 by contacting their counselor. After this date, no course changes (including all CTE classes, core classes, and level changes) are allowed. Exceptions that will be allowed are athletics, band, choir, orchestra, color guard, drill team, debate, and Academic Decathlon. These must be requested by the 7th school day of the year.

Advanced and AP® classes may be dropped only at the 6 week mark of a course or at the end of the semester. AP Seminar (not AP Research) may only be dropped at semester. The decision to make a schedule change will need to be made between the teacher and parents in the best interest of the student. Students are required to follow campus procedures regarding schedule changes. Campus administration has final approval on all schedule changes.

### Middle School Algebra I Advanced Exception

Middle school students who take Algebra I Advanced are allowed to drop the class prior to the beginning of the second nine weeks. The decision to make a schedule change will need to be made between the teacher and parents in the best interest of the student, understanding that these classes will affect the high school GPA (grade point average). All schedule changes must be approved by the Principal of designee. This is the only middle school course that will have an exception.

### Community Service Program

The purpose of the program is to promote volunteer service to the school and community. Students who complete all requirements of the program will be recognized at their graduation ceremony by a colored cord.

Students wishing to participate should complete 100 hours of service, either individually or as part of a group project. Documented hours meeting the criteria below will be accepted including required hours completed for other organizations. The hours must be completed in grades 9-12 (hours completed during the summer following the 8th grade will also be accepted).

Check with your campus to see the required documentation methods for your campus. Hours should be turned in no later than April 1st of the year in which the student intends to graduate. Undocumented hours will not be accepted.

### Community Service Guidelines:\*

- Volunteer work done for a non-profit organization geared towards improving the community (Red Cross, American Cancer Society, Frisco Family Services, etc.).
- Volunteer work done as part of a civic, religious, school, charity or community organization geared towards improving the community or school (Rotary Club, NHS, Frisco Family Services, etc.).
- Work performed by a religious organization must be work that could be performed by a non-religious organization.
- Must be completed outside the school day.

\*Students wishing to submit community service hours outside of these criteria should request prior approval for their activity from the campus principal or designee.

\*\*Sponsors, coaches, boosters, etc. may not offer to “double” hours for students without prior approval from the campus principal or designee.

**Examples of Activities for which Community Service hours may not be awarded:**

- Donation of money or material goods.
- Babysitting for a neighbor without being paid.
- Tutoring a younger sibling (tutoring others may count if arranged through the NHS or the counseling department).

## **Course Enrollment - Grade Level Requirements and Prerequisites**

Enrollment is limited by grade levels listed. Students must be classified in the appropriate grade in order to sign up for a course. The prerequisite listed must be met and passed for each course. Please note grade and prerequisites with each course description.

## **Late Arrival or Early Release**

Juniors and seniors who are on track for graduation with regard to both credit and EOC requirements may sign up for either late arrival or early release. Students who opt for either must have transportation and may not be on campus when they are not scheduled in a class. Third period release is only available to students in dual credit zero hour and/or fourth period.

## **Special Education**

Students experiencing difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Admission, Review, and Dismissal (ARD) committee. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instruction that is designed to meet a student’s unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom, or (e) a separate campus. Related services necessary for the student to benefit from special education may also be provided.

## **Virtual Academy Courses**

In accordance with guidance from the Texas Education Agency, Frisco ISD provided most of the courses listed in the course catalog in both a face to face and virtual setting during the 20-21 school year. As of December 1, 2020, the Texas Education Agency has not communicated requirements for school districts regarding the 21-22 school year. After Frisco ISD receives information regarding the Texas Education Agency requirements and reviews options, additional information regarding the possibility of virtual courses will be communicated. Students are advised to move forward with their course selection on the assumption that the classes will be held in a face to face format.

## College Information

### Official Transcripts

Current Frisco ISD students will receive a total of three free official transcripts per school year; although in the rare circumstance that the desired recipient does not accept electronic delivery and your transcript must be mailed, there will be an additional charge of \$2.50. Once a student has requested three transcripts, the cost will be \$3 per electronic transcript or \$5.50 if the desired recipient requires a hard copy. Alumni will continue to pay \$5 per transcript or more depending on how the student wants to have the transcript delivered. Upon request, the most recent transcript will be submitted. Frisco ISD graduates will be considered alumni after August 1 of their graduating year. Transcripts should be requested at [www.parchment.com](http://www.parchment.com).

### Automatic Admission in Texas: "Top 10% Program" (Excluding University of Texas at Austin\*)

Top students are eligible for automatic admission to any public university in Texas. Under House Bill 588 passed by the 75th legislature in 1997, students who are in the top ten percent of their graduating class are eligible for automatic admission to any public university in Texas.\*

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas and earn the distinguished level of achievement under the Foundation High School Program.
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline.

\*See <http://bealonghorn.utexas.edu/> for information regarding UT admission.

\*\*Students deficient in admission requirements MAY be required to take enrichment courses before being admitted.

\*\*\*The law states that class rank shall be based on the end of 11th grade, middle of 12th grade, or at high school graduation, whichever is most recent when the application is completed.

### TSI

TSI is a state-mandated placement test for Texas public colleges and universities. Effective in the fall 1998, the Texas Legislature requires that all first-time college students take the TSI test prior to the first day of college classes. Students may be exempt from TSI with an:

**ACT composite score of 23 with a minimum of 19 on both the mathematics and English tests** or;

**SAT (administered prior to March 2016):**



## Advanced Programs and Gifted and Talented

### AP® Exam Dates

Advanced placement exams are typically administered the first two weeks of May. Exam Registration information will be updated at the beginning of each school year. Please see the updated dates and guidelines at our website: <http://www.friscoisd.org/departments/advanced-academics/advanced-placement>

### Advanced Programs

#### Advanced Courses

Advanced courses provide motivated students the opportunity to learn course content with increased academic depth and complexity. Advanced courses parallel the curriculum offered in an on level class but may cover additional topics or provide greater depth in certain topics or skills. However, all of the Texas Essential Knowledge and Skills will be covered. Frisco ISD is strongly committed to providing equity and access within the Advanced Academics programming. All Advanced courses are open enrollment and we encourage any motivated student to take an Advanced course based on their interests and goals. Advanced courses better prepare students for the increased rigor of AP courses.

#### AP (Advanced Placement) Courses

The AP® Program allows students to participate in rigorous, college level courses while still in high school. AP courses follow the curriculum framework outlined by the College Board and also cover all of the corresponding Texas Essential Knowledge and Skills. At the end of the course, students are encouraged to take the corresponding AP exam that is given in May of each school year. Upon successful completion of an AP® exam, students can earn college credit at most universities and colleges. Students may receive college credit at any public university or college in Texas based on AP exam scores. Students may confirm college credit offered at <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>.

Additionally, many selective universities and colleges review AP coursework and exam scores as part of the college admissions process. Frisco ISD is strongly committed to providing equity and access within the Advanced Academics programming. All AP courses are open enrollment and we encourage any motivated student to take an AP course based on their interests and goals. Counselors and current teachers can help students make informed decisions on the appropriate level course work.

For more information see:

<http://www.friscoisd.org/departments/advanced-academics/advanced-placement>

### Advanced and AP® courses offered at FISD High Schools\*:

Advanced	Advanced Placement	
English 1	English Language and Composition	Art History
English 2	English Literature and Composition	Studio Art: 2-D Design
Biology	World History	Studio Art: 3-D Design
Chemistry	United States History	Studio Art: Drawing
Spanish 2	United States Government and	Music Theory
Spanish 3	Politics	Computer Science A
French 2	Macroeconomics	Computer Science Principles
French 3	European History	Calculus AB
Algebra 1	Human Geography	Calculus BC
Geometry	Biology	Statistics
Algebra 2	Chemistry	French Language and Culture
Pre-Calculus	Physics 1 and 2	Spanish Language and Culture
Art I	Physics C: Mechanics	Spanish Literature and Culture
Computer Science	Physics C: Electricity and Magnetism	Psychology
GT Humanities I	Environmental Science	AP Seminar
Chinese 3	GT Humanities II (AP World History)	AP Research
	Chinese Language and Culture	GT American Studies (AP US History & AP English Language and Composition)

\*Advanced and AP® course availability at each high school will be based on student enrollment numbers in the course.

### Gifted and Talented Services

The high school gifted student is served through GT Humanities I/ English I Advanced in ninth grade and GT Humanities II/ AP World History in tenth grade. The GT Humanities courses cover world history content over two years and prepare students for the AP World History exam. In 11th grade, students receiving GT services may take double-blocked GT American Studies which provides them AP English Language and Composition and AP US History credit and prepares them for the corresponding AP exams. Specific subject advanced placement courses and fine arts electives also provide challenge and enrichment for these students. Presentation and research projects are important components of advanced placement classes. <http://www.friscoisd.org/departments/gifted-education/home>

### International Baccalaureate (IB)

Frisco ISD is undergoing the authorization process in order to implement the International Baccalaureate (IB) Diploma Programme (DP) starting with the Class of 2023. The IB Diploma Programme is a rigorous, college preparatory program that includes high level coursework in six different subject areas and additional IB components that students complete in the 11th and 12th grades. The district-wide program is available to students in all attendance zones within the district and will be housed at Frisco High School. Each fall, the Advanced Academics department will host informational nights prior to start of the admissions process. If there is more student interest than spots available in the program, a lottery system will be utilized to select students. Students who are selected for the IB Diploma Programme will transfer to FHS in the 9th grade. To learn more about the IB Diploma Programme, visit [www.ibo.org](http://www.ibo.org) or contact the FHS IB Coordinator.

## Additional Student Fees by Course

Course	Use of Fee	Amount
Photojournalism	cameras, SD cards, printing	\$50
LeadWorthy I & II	Ropes Course	\$35 - not required of students that do not attend
Debate	For tournament & membership fees	Up to \$50 per student
Credit Recovery	Night School	\$300
Orchestra	Instrument rental fee	\$100
Band	Instrument rental fee	\$100
Art 1	Supply Fee	\$40-\$50
Art 1 Advanced	Supply Fee	\$50-\$55
Art II	Supply Fee	\$55-\$65
Art II Advanced	Supply Fee	\$55-\$65
Art II Ceramics	Supply Fee	\$45-\$55
Art III & Art IV	Supply Fee	\$65-\$75
AP Studio Drawing	Supply Fee/Matting Fee	\$60-\$70 (supply fee)/ \$35 (matting fee)
AP Studio Art 2D Design	Supply Fee/Matting Fee	\$60-\$70 (supply fee)/ \$35 (matting fee)
AP Studio 3D	Supply Fee	\$70-\$80
Theatre Arts I	Supply Fee	\$35
Theatre Arts II	Supply Fee	\$35
Theatre Arts III-IV	Supply Fee	\$35
Intermediate Theatre Arts I	Supply Fee	\$35
Technical Theater	Supply Fee	\$35
Intermediate Technical Theater I	Supply Fee	\$35
Technical Theater II	Supply Fee	\$40
Technical Theater III-IV	Supply Fee	\$50

### CTE Course Fees

For Career and Technical Course Fees, please see the CTE section of this Guide.

*\*Other courses and programs may contain fees; this list is not intended to be comprehensive.*

# Section 2: Course Catalog

## Using the Course Catalog:

### 1st, 2nd, 3rd, 4th Credit Options

For ease of use, the catalog has been divided into sections of the most common courses needed by class. This should be seen as a feature to make the Catalog easier to navigate and less overwhelming, and not a substitute for prerequisite/grade level.

### Prerequisites and Grade Levels

Please note grade and prerequisites with each course description. All prerequisites listed must be met and passed prior to beginning a course. Grade levels listed with each course serve as a guide to appropriate course sequence, though some courses do have a required age or grade level. Counselor approval is necessary to take courses outside of the grade level designation.

### Committee Recommendation Courses

Frisco ISD provides leveled versions of academic courses and electives to meet the programming and curriculum needs of all students within our district. With the exception of our dual credit, advanced, and college preparation courses, all on-level academic courses described within this guide are linked with Principles and Applied versions of the courses. The Principles courses are based on content learning standards directly related to the course TEKS, modified for the student access to the curriculum. The Applied courses are based on prerequisite skills to the TEKS based learning standards. Applied courses are designed to focus on the critical need areas for functional academics and real-world application to the student's individualized needs. Student access and placement in an Applied or Principles course is met through an ARD committee meeting decision and agreement. The Principles and Applied courses carry the same graduation credit and pre-requisites as their on-level counterparts.

# English Language Arts Courses

## 1st English Credit Options

### English I - (1 credit)

#### Prerequisite: None

In English I, students strengthen knowledge and skills in reading, writing, listening, speaking, and thinking. Students read, write, and communicate daily, engage in activities that build on existing comprehension skills through recursive exposure to multiple genres and types of writing. This course focuses on themes related to survival, change, transformation, and the future. Students read and understand a variety of complex texts across multiple genres that are topic-based and driven by the essential questions and state standards. Students will encounter authors' perspectives as they read literature from across time periods and cultures. As students read a wide array of literature and engage in activities, they will formulate and defend their opinions as they develop their own perspectives. Varied texts allow students to encounter new perspectives, rethink ideas, and deepen their knowledge of contemporary, traditional, and classic texts. Students explore different types and styles of writing and develop their cognitive evaluation and analysis skills by making real life connections through authentic reading experiences. Through exploration of a variety of author's voices, students start developing their own sense of voice to develop their writing skills. Students are provided opportunities to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally and in written form as appropriate throughout the course. Students analyze texts through the eyes of a reader and writer and complete performance-based assessments to demonstrate their critical thinking and synthesis of the unit theme and essential questions. Inquiry and research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations. This course will require an End of Course Exam.

### English I Advanced - (1 credit)

#### Prerequisite: None

English I Advanced engages students in learning all the essential knowledge and skills of English I while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Language and Literature classes. Independent reading is structured to support students' interaction with a text through the application of close reading analysis with AP reading strategies, leading to an ability to independently analyze any new text. Students are confronted with increasingly challenging texts, both classic and contemporary, fiction and nonfiction. Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these modes. With exposure to AP strategies, nonfiction texts, and varied writing tasks, students will exit the program equipped with the kind of higher-order thinking skills, knowledge, and behaviors necessary to be successful in AP classes and post-secondary education. This course will require an End of Course Exam.

### GT Humanities I / English I Advanced - (1 credit)

#### Prerequisite: Identification/Selection as Gifted/Talented

GT Humanities I / English I Advanced and GT Humanities II / AP World History are courses that combine English I Advanced with AP World History in a two-year interdisciplinary spiral. The basic content is a historical study of the commonalities of the fine arts, including literature, the visual arts, architecture, and music. Students will learn and practice the craft of writing through various products, including AP style writing. Literature from a variety of world traditions will also be a key focus. Ninth and tenth grade students will sit in the same class while earning credit in separate courses; ninth graders will earn English I Advanced credit while tenth graders earn AP World History credit. At the conclusion of GT Humanities II, students can sit for the AP World History exam to possibly earn college

credit. **GT Humanities does NOT fulfill the fine arts requirement for graduation and is not recognized as a fine arts course by TEA.**

### **English for Speakers of Other Languages ESOL I - (1 credit)**

**Prerequisite: Language Proficiency Placement Test, LPAC Recommendation**

English for Speakers of Other Languages I (ESOL I) is designed for beginning to intermediate fluency level students coping with a new language and a new culture. Basic skills are introduced in a simple, easy to-understand framework helping to bridge the gap between ESOL and other academic subjects. ESOL provides opportunities for students to practice listening, speaking, reading and writing skills as they develop independence and confidence in the use of English. The course includes the study of phonics, vocabulary, grammar, reading, and writing.

## **2nd English Credit Options**

### **English II - (1 credit)**

**Prerequisite: English I or equivalent**

In English II, students strengthen knowledge and skills in reading, writing, listening, speaking, and thinking. Students read, write, and communicate daily, engage in activities that build on existing comprehension skills through recursive exposure to multiple genres and types of writing. This course focuses on themes related to fear, isolation, forgiveness, and materialism. Students read and understand a variety of complex texts across multiple genres that are topic-based and driven by the essential questions and state standards. Students will encounter authors' perspectives as they read literature from across time periods and cultures. As students read a wide array of literature and engage in activities, they will formulate and defend their opinions as they develop their own perspectives. Varied texts allow students to encounter new perspectives, rethink ideas, and deepen their knowledge of contemporary, traditional, and classic texts. Students explore different types and styles of writing and develop their cognitive evaluation and analysis skills by making real life connections through authentic reading experiences. Through exploration of a variety of author's voices, students start developing their own sense of voice to develop their writing skills. Students are provided opportunities to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally and in written form as appropriate throughout the course. Students analyze texts through the eyes of a reader and writer and complete performance-based assessments to demonstrate their critical thinking and synthesis of the unit theme and essential questions. Inquiry and research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations. This course will require an End of Course Exam.

### **English II Advanced - (1 credit)**

**Prerequisite: English I or equivalent**

English II Advanced engages students in learning all the essential knowledge and skills of English II while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Language and Literature classes. Independent reading is structured to support students' interaction with a text through the application of close reading analysis with AP reading strategies, leading to an ability to independently analyze any new text. Students are confronted with increasingly challenging texts, both classic and contemporary, fiction and nonfiction. Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these modes. With exposure to AP strategies, nonfiction texts, and varied writing tasks, students will exit the program equipped with the kind of higher-order thinking skills, knowledge, and behaviors necessary to be successful in AP classes and post-secondary education. This course will require an End of Course Exam.

### **GT Humanities II / AP World History - (1 credit)**

**Prerequisite: Identification/Selection as Gifted/Talented & GT Humanities I**

GT Humanities I / English I Advanced and GT Humanities II / AP World History are courses that

combine English I Advanced with AP World History in a two-year interdisciplinary spiral. The basic content is a historical study of the commonalities of the fine arts, including literature, the visual arts, architecture, and music. Students will learn and practice the craft of writing through various products, including AP style writing. Literature from a variety of world traditions will also be a key focus. Ninth and tenth grade students will sit in the same class while earning credit in separate courses; ninth graders will earn English I Advanced credit while tenth graders earn AP World History credit. At the conclusion of GT Humanities II, students can sit for the AP World History exam to possibly earn college credit. **GT Humanities does NOT fulfill the fine arts requirement for graduation and is not recognized as a fine arts course by TEA.**

### **English for Speakers of Other Languages ESOL II - (1 credit)**

#### **Prerequisite: Language Proficiency Placement Test, LPAC Recommendation**

English for Speakers of Other Languages II (ESOL II) is designed for intermediate to advanced fluency level students transitioning between basic skills instruction in ESOL I and grade level Sheltered English. Curriculum for ESOL II incorporates intensive academic vocabulary instruction while also linking literary concepts from ENG II to adapted ESOL texts. The course expectations are in alignment with those of ENG II, while instruction will also integrate literary concepts from ENG I and introduce literary terms from ENG III.

### **3rd English Credit Options**

#### **English III - (1 credit)**

##### **Prerequisite: English II or equivalent**

In English III, students strengthen knowledge and skills in reading, writing, listening, speaking, and thinking. Students read, write, and communicate daily, engage in activities that build on existing comprehension skills through recursive exposure to multiple genres and types of writing. This course focuses on themes related to what makes a nation, the power of words, influencing change, and moral dilemma. Students read and understand a variety of complex texts across multiple genres that are topic-based and driven by the essential questions and state standards. Students will encounter author's perspectives as they read literature from across time periods and cultures. As students read a wide array of literature and engage in activities, they will formulate and defend their opinions as they develop their own perspectives. Varied texts allow students to encounter new perspectives, rethink ideas, and deepen their knowledge of contemporary, traditional, and classic texts. Students explore different types and styles of writing and develop their own cognitive evaluation and analysis skills by making real life connections through authentic reading experiences. Through exploration of a variety of author's voices, students start developing their own sense of voice to develop their writing skills. Students are provided opportunities to express, clarify justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally and in written form as appropriate throughout the course. Students analyze texts through the eyes of a reader and writer and complete performance-based assessments to demonstrate their critical thinking and synthesis of the unit theme and essential questions. Inquiry and research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

#### **AP Language and Composition - (1 credit)**

##### **Prerequisite: English II or equivalent**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including

images as forms of text— from a range of disciplines and historical periods. This course prepares students for the Advanced Placement Exam which may earn the student college credit.

### **GT American Studies - (2 credits)**

#### **Prerequisite: English II or equivalent and Identification/Selection as Gifted/Talented**

GT American Studies combines AP Language and Composition with AP U.S. History through an interdisciplinary integration of curriculum which allows for deeper connections between the two AP courses. The course is a study of the development of the United States through the integration of history, composition, literature, writing, art, architecture, philosophy, music, and theater. The course focuses on the philosophical foundation of American thought while exploring themes of progression, reconstruction, conflict, human rights, migration, perspective, and change. GT American Studies integrates two Advanced Placement courses; therefore, the class is double blocked over the A day/B day time block. Students will take the End of Course Exam for U.S. History. Students are also strongly encouraged to take the Advanced Placement exams for Language and Composition and U.S. History

### **4th English Credit Options**

#### **English IV - (1 credit)**

##### **Prerequisite: English III or equivalent**

In English IV, students strengthen knowledge and skills in reading, writing, listening, speaking, and thinking. Students read, write, and communicate daily, engage in activities that build on existing comprehension skills through recursive exposure to multiple genres and types of writing. This course focuses on themes related to heroism, societal influence, societal change, and self discovery. Students read and understand a variety of complex texts across multiple genres that are topic-based and driven by the essential questions and state standards. Students will encounter authors' perspectives as they read literature from across time periods and cultures. As students read a wide array of literature and engage in activities, they will formulate and defend their opinions as they develop their own perspectives. Varied texts allow students to encounter new perspectives, rethink ideas, and deepen their knowledge of contemporary, traditional, and classic texts. Students explore different types and styles of writing and develop their cognitive evaluation and analysis skills by making real life connections through authentic reading experiences. Through exploration of a variety of author's voices, students start developing their own sense of voice to develop their writing skills. Students are provided opportunities to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally and in written form as appropriate throughout the course. Students analyze texts through the eyes of a reader and writer and complete performance-based assessments to demonstrate their critical thinking and synthesis of the unit theme and essential questions. Inquiry and research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their own abilities to learn and to communicate effectively in real-world situations.

#### **AP Literature and Composition - (1 credit)**

##### **Prerequisite: English III or equivalent**

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This prepares students for the Advanced Placement Exam which may earn the student college credit.

## **College Readiness for English Language Arts and Reading - (1 credit)**

**12th grade only**

### **Prerequisite: Counselor Recommendation**

The purpose of the College Readiness English Language Arts and Reading course is to provide high school students an opportunity to gain and demonstrate the necessary college readiness skills to be successful in college-level, credit-bearing courses without the need for remedial or developmental coursework. This course is designed for 12th grade students whose English coursework, End of Course examinations in English, and college readiness examination scores indicate that a student is not ready to perform entry-level college coursework in composition and literature. The performance-based course integrates basic academic reading skills and basic writing skills and is designed to develop students' critical reading and academic writing skills through extensive instruction emphasizing skills in vocabulary, grammar, comprehension, paragraph elements, essay structure, and critical analysis. Students will demonstrate comprehension of varied texts through written responses, progressing from advanced paragraphs to well-developed, academic essays. The course fulfills TSI requirements for reading and writing. Entry into this course requires counselor recommendation and may count for the fourth English Language Arts credit. There are no Principles or Applied courses for College Readiness courses.

## **Collin College Dual Credit English Credit Options (3rd and 4th English Credit)**

### **Dual Credit English (III or IV): ENGL 1301 Composition I – (1/2 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

#### **Prerequisite: English II (when replacing English III) or III (when replacing English IV) and meet eligibility requirements**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours. This course fulfills ½ credit for either English III (for 11th graders intending to take ENGL 2332 and ENGL 2333 in the 12th grade year) or English IV (for 12th graders). It should be paired with ENGL 1302 in the second semester to grant a full credit of high school English. Please note that 11th graders taking ENGL 1301 and 1302 to complete the 3rd English Credit *must plan to take* ENGL 2332 and ENGL 2333 to complete the fourth English credit).

### **Collin College Dual Credit English (III or IV): ENGL 1302 Composition II – (1/2 credit)**

**11<sup>th</sup>-12<sup>th</sup> grade**

#### **Prerequisite: ENGL 1301, and meet eligibility requirements**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required. Prerequisite: ENGL 1301. 3 credit hours. This course fulfills ½ credit for either English III (for 11th graders intending to take ENGL 2332 and ENGL 2333 in the 12th grade year) or English IV (for 12th graders). It should be paired with ENGL 1302 in the second semester to grant a full credit of high school English.

### **Collin College Dual Credit English IV: ENGL 2332 World Literature I – (1/2 credit)**

**12<sup>th</sup> grade**

#### **Prerequisite: ENGL 1302 and meet eligibility requirements**

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. 3 credit hours. This course satisfies ½ credit for the Advanced English high school credit (English IV) and should be paired with ENGL 2333 in the second semester.

**Collin College Dual Credit English IV: ENGL 2333 World Literature II – (1/2 credit)**

**12th grade**

**Prerequisite: 2332 and meet eligibility requirements**

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours. This course satisfies ½ credit for the Advanced English high school credit (English IV) and should be paired with ENGL 2332 in the first semester.

**English Electives and Support Courses for English Skills**

**Creative and Imaginative Writing - (1/2 credit)**

**Prerequisite: English I or equivalent**

The study of creative writing allows high school students to earn credit while developing versatility as a writer. The forms and standards of writing are addressed in a varied format. Many pre-writing techniques will be used, including multimedia, discussion reading, journal, and personal experience. Writing for comedy, persuasion, drama, and narration will be included in this class. Students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

**English Language Development and Acquisition (ELDA) I or II - (1 credit each)**

**9th-10th Grade**

**Corequisite: ESOL I or ESOL II, Language Proficiency Testing and LPAC Recommendation**

ELDA is designed to provide instructional opportunities for secondary students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs. It will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

**English Language Development and Acquisition (ELDA) III or IV - (1 credit each)**

**11th-12th Grade**

**Corequisite: English III or English IV, Language Proficiency Testing and LPAC Recommendation**

ELDA is designed to provide instructional opportunities for secondary students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs. It will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

**Practical Writing Skills – (1 credit)**

**9th – 12th grade**

**Prerequisite: Counselor Recommendation**

This study of writing allows high school students to earn credit while developing skills necessary for composing written documents with a deeper knowledge of the functions of the language. 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. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. This course is intended for remediation in writing.

### **Reading I, II, III – (1 credit each)**

#### **Prerequisite: Counselor Recommendation**

Reading is a one or two semester course for students who struggle with basic reading competencies. Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency and reference usage. Instruction is differentiated and tailored to the individual needs of each student. The model includes experiences in whole and small group instruction, independent reading, and technology-based learning. This course is intended for remediation in reading.

### **Debate and Competitive Speech Courses**

#### **Debate I-III - (1 credit)**

##### **Prerequisite: Instructor Approval**

The major objective of Debate class is to train and develop students in the art of argumentation to compete in Speech Tournaments. Students have the opportunity to earn awards, as well as membership in the Forensics Honor Society, the National Forensic League (NFL). The course develops skills in argumentation, persuasion, research, audience analysis, and other life skills. Tournament participation (5-8 tournaments a year) is required. Students in Advanced Debate courses will use the course as a Tournament Prep class. Debate is a yearlong course. Students may earn up to 3 state credits for debate. Starting with the class of 2021, this course satisfies the high school speech credit requirement.

#### **Oral Interpretation - (1 credit)**

##### **Prerequisite: Instructor Approval**

Oral Interpretation is an intensive speech and performance course in which students study the oral reading of a literary text as a communication art. Students will choose and analyze literature from many genres and prepare dynamic performances of selections in preparation for tournament competition in NFL, TFA, and UIL Interpretive speaking events. Tournament participation (5-8 tournaments a year) is required, and NFL Honor Society membership is available. Students in Advanced Oral Interop courses will use the course as a tournament prep class. Course credit: one is preferred, but students may register by semester. Students may take this course for up to three credits.

#### **Advanced Public Speaking - (1 credit)**

##### **Prerequisite: Debate I and II**

Advanced Public Speaking develops and refines platform-speaking skills. The main objective is training students to effectively distinguish and use extemporaneous speaking in the classroom, in social situations, in the workplace and as competitors in UIL and TFA extemporaneous speaking events. Although the emphasis will be on training for academic competitions, direct life applications of these skills are the primary goal. Starting with the class of 2021, this course satisfies the high school speech credit requirement.

#### **Collin College Dual Credit Speech: SPCH 1311 Introduction to Speech – (1/2 credit)**

##### **Offered to the 2021 graduates and beyond ONLY**

##### **Prerequisite: Meet eligibility requirements**

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. 3 credit hours. This course satisfies the high school speech credit requirement.

### **Journalism and Broadcast Courses**

#### **Journalism I - (1 credit)**

##### **Prerequisite: None**

Journalism I is an elective and serves as a preliminary course for students interested in serving on the yearbook or newspaper staff. The course covers all aspects of journalism including media law, ethics and responsibilities, interviewing, journalism writing styles, photojournalism, and layout and design of publications. Students requesting this course should have a strong interest in writing. This course may substitute for the English 4 credit for those students on the Minimum High School Graduation Program (TAC 74.52 (b)(1)(B)). This course may count as a technology applications course. *Materials fee may be required for this course. This course can be used to satisfy the technology applications credit.*

#### **Newspaper I - (1 credit)**

##### **Prerequisite: Photojournalism or Journalism & Instructor Approval**

Students will continue to learn media law, ethics and responsibilities, as well as apply developed skills of journalistic writing and writing for a variety of audiences. Students will extend practice of principles of interviewing, news evaluation and information gathering. Students will add to and continue to practice skills of reporting, writing and editing in a variety of journalistic styles. They will utilize knowledge and principles of publishing and design, learn economics of publishing, and serve as reporters for the school newspaper. Student will prepare copy and layouts, sell and design advertisements, and select illustrations and photographs for publication, as well as assume editorial leadership roles on the staff. Students enrolled in this class will be responsible for producing content for the school's newspaper and/or the school's online news site. *This course can be used to satisfy the technology applications credit.*

#### **Advanced Journalism/Newspaper II-III – (1 credit)**

##### **Prerequisite: Newspaper I and Instructor Approval (application required)**

Students in Advanced Journalism/Newspaper will be responsible for producing content for the school's newspaper and/or the school's online news site. This hands-on course will make use of the advanced features of Adobe InDesign and Photoshop, both powerful publishing tools used by professionals. *This course may count as a technology applications course.*

#### **Yearbook I - (1 credit)**

##### **Prerequisite: Photojournalism or Journalism & Instructor Approval (application required)**

Yearbook 1 is a course that teaches students about all phases of yearbook production. Students will learn about theme development, yearbook organization, reporting and writing, photojournalism, design, financial planning, meeting deadlines, and distribution. Students will be required to cover both in and out of school events through photography and reporting assignments. Students enrolled in this course are responsible for producing the school's yearbook and contributing to other student media. *This course can be used to satisfy the technology applications credit.*

#### **Advanced Journalism/Yearbook II-III - (1 credit)**

##### **Prerequisite: Yearbook I/II and Instructor Approval (application required)**

Yearbook 2 and 3 continues the skill development started in Yearbook 1 as students work as staff members or move into leadership roles. Students will be required to cover both in and out of school events through photography and reporting assignments. Students enrolled in this course are responsible for producing the school's yearbook and contributing to other student media. *This course can be used to satisfy the technology applications credit.*

**Independent Study in Journalism - (1/2-1 credit)****Prerequisite: At least one year on publication staff and Instructor Approval**

Students enrolled in this course will have the opportunity to refine and enhance their journalistic skills through research of self-selected topics, plan, organize and prepare a project to be presented to the teacher or school through a school-sponsored publication.

**Photojournalism - (1 credit)****Prerequisite: None**

Photojournalism is an elective where students learn about composition elements, appropriate photo editing, and explore digital camera techniques through a variety of projects. Students will improve their photography skills and develop their vision as photographers while they plan, make, and edit photos for presentation in both digital and print formats. Students will be required to take photos both in and out of school for project assignments. As part of the journalism program, students will learn and practice interview techniques, journalistic writing, page layout, and design techniques. Photojournalism is a recommended prerequisite for students interested in applying for the yearbook staff. Although not required, it would be to the student's advantage to have a personal DSLR camera for use at home for out of school projects. *This course can be used to satisfy the technology applications credit. Materials fee required for this course.*

# Mathematics Courses

**Math pathways do not follow a set sequence. The graphic below represents two common pathways for students in Frisco ISD. However, multiple options are possible based on student need and completion of prerequisite courses.**

## Calculators

Teachers utilize TI-84+ graphing calculators during instruction in all math courses. Calculators remain in the classrooms, and students are encouraged to purchase their own calculator for use at home.

**Note:** Math course pathways can be complex decisions for students. For your reference, we are providing two common pathways that our students choose. Not all courses are represented on these diagrams, and not all students will be well served by these pathways. There are many factors involved in students' course decisions and counselors and math teachers are your best source of guidance. These pathways are for reference purposes only.

## Common Mathematics Pathways

### Traditional Pathway



### AP Pathway



## 1st Math Credit Options (8th grade Math Prerequisite)

### Algebra I - (1 credit)

#### Prerequisite: 8th Grade Math

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course will require an End of Course Exam.

### Algebra I Advanced - (1 credit)

#### Prerequisite: 8th Grade Math

Algebra I advanced students will expand on concepts covered in on-level Algebra I with an intense focus on high level application, problem solving, and higher order thinking processes. Students will also develop strategies that prepare them for future Advanced Placement math courses. This course will require an End of Course Exam.

## 2nd Math Credit Options (Algebra I Prerequisite)

### Geometry - (1 credit)

#### Prerequisite: Algebra I

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education. Students will also learn definitions, postulates, and theorems that help describe geometric relationships.

### Geometry Advanced - (1 credit)

#### Prerequisite: Algebra I

Geometry Advanced students will expand on concepts covered in on-level Geometry with an intense focus on high level application, problem solving, and higher order thinking processes. Students will also develop strategies that prepare them for future Advanced Placement math courses.

### Algebraic Reasoning - (1 credit)

#### Prerequisite: Algebra I

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. *Students who may be candidates for athletic scholarships should be advised that this course may not meet minimum core requirements under NCAA guidelines.*

**Notes on sequence of math courses:**

- *Algebra II may be taken concurrently with Geometry during the 10th grade year to allow for Calculus the 12th grade year.*
- *Depending on the student's needs, Algebraic Reasoning may be taken before, after, or concurrently with Geometry.*

**3rd Math Credit Options****Algebra II - (1 credit)****Prerequisite: Algebra I**

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to prepare students for 4th year math courses. This course is taught with a functional approach giving students a sound foundation for either technical or non-technical degrees in college. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study polynomials, logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

**Algebra II Advanced – (1 credit)****Prerequisite: Algebra I**

Algebra II Advanced expands on the concepts covered in on-level Algebra II with an intense focus on high level application, problem solving, and higher order thinking processes. Students will also develop strategies that prepare them for future Advanced Placement math courses.

**Algebraic Reasoning - (1 credit)****Prerequisite: Algebra I**

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. *Students who may be candidates for athletic scholarships should be advised that this course may not meet minimum core requirements under NCAA guidelines.*

**4th Math Credit and Beyond Options (including Collin College Dual Credit Math Options)****Algebra II - (1 credit)****Prerequisite: Algebra I**

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to prepare students for 4th year math courses. This course is taught with a functional approach giving students a sound foundation for either technical or non-technical degrees in college. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study polynomials, logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

**Algebra II Advanced – (1 credit)****Prerequisite: Algebra I**

Algebra II Advanced expands on the concepts covered in on-level Algebra II with an intense focus on high level application, problem solving, and higher order thinking processes. Students will also develop strategies that prepare them for future Advanced Placement math courses.

### **Algebra II Prerequisite**

#### **Statistics - (1 credit)**

##### **Prerequisite: Algebra II or concurrent enrollment in Algebra II**

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. It is recommended that statistics be taken after Algebra II and/or during 12th grade.

#### **Advanced Quantitative Reasoning - (1 credit)**

##### **Prerequisite: Geometry and Algebra II**

Advanced Quantitative Reasoning is a mathematics course for high school juniors and/ or seniors that follows Algebra I, Geometry, and Algebra II. This course is a rigorous mathematics class for students who intend to major in non-technical fields of study upon entering college. Students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning through weighted averages, proportion, combinatorics, voting and selection process. Students will gain understanding of probability and statistical reasoning by determining validity and usefulness of statistical data as well as finance through analyzing models for expenditures, amortization tables, and various types of loans and investments. Other topics include modeling with algebra, geometry, trigonometry, and discrete mathematics. This course serves as an *alternative* to Pre-Calculus. Students who have successfully passed Pre- Calculus are not eligible to take Advanced Quantitative Reasoning. This course is not weighted for GPA purposes.

#### **Pre-Calculus- (1 credit)**

##### **Prerequisite: Geometry and Algebra II**

Pre-calculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Pre-Calculus is a detailed study of: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. This course also covers sequences, series, vectors, and introductory parametric functions. This course meets the *minimum* prerequisite requirement for AP Calculus AB. This course is not *recommended* as a prerequisite for AP Calculus BC.

#### **Pre-Calculus Advanced - (1 credit)**

##### **Prerequisite: Geometry and Algebra II**

Pre-Calculus Advanced expands on the concepts covered in on-level Pre-Calculus. This course is fast paced and students will require excellent algebraic and problem solving skills to be successful in this course. Students will also develop strategies that prepare them for AP Calculus AB or AP Calculus BC. Students successful in Pre-Calculus Advanced must be organized, committed, and eager to persevere due to the fast paced, abstract nature of the course. This course is the *recommended* prerequisite requirement for either AP Calculus AB or AP Calculus BC.

#### **Collin College Dual Credit Math: MATH 1314 College Algebra - (1/2 credit)**

##### **Prerequisite: Algebra II, and meet eligibility requirements**

College Algebra is an in-depth study of polynomial, rational, exponential, logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and

conics may be included. A graphing calculator is required. This course may qualify as 1/2 of the 4th high school math credit as well as 3 college credit hours.

**Collin College Dual Credit Math: MATH 1342 Elementary Statistical Methods – (1/2 credit)**

**Prerequisite: Algebra II and meet eligibility requirements**

Elementary Statistical Methods is the collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Graphing calculator required. Lab required. This is a dual credit course and may qualify as 1/2 of the 4th high school, math credit as well as 3 college credit hours.

**Collin College Dual Credit Math: MATH 2412 Pre-Calculus Math – (1/2 credit)**

**Prerequisite: Dual Credit College Algebra (MATH 1314) and meet eligibility requirements**

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Graphing calculator required. Lab required. 4 credit hours. This course may qualify as 1/2 of the 4th high school math credit.

***Advanced Math Course Options***

**AP Calculus AB - (1 credit)**

**Prerequisite: Pre-Calculus**

AP Calculus AB covers advanced mathematical topics including elementary differential and integral calculus. AP Calculus AB is approximately equivalent to a one-semester calculus course at the college level. This course is designed to prepare students for the College Board Advanced Placement Exam. *AP Calculus AB is not a prerequisite to AP Calculus BC. AP Calculus AB is a college level course.*

**AP Calculus BC - (1 credit)**

**Prerequisite: Pre-Calculus**

AP Calculus BC covers advanced mathematical topics including elementary differential and integral calculus and their applications with polar, parametric, and vector functions. Additionally, applications of integral function, logistic models, polynomial approximations, and advanced sequences and series will be studied. AP Calculus BC is approximately equivalent to a two-semester calculus course at the college level. This course is designed to prepare students for the College Board Placement Exam. This course can be taken in lieu of AP Calculus AB. *AP Calculus BC is a college level course.*

**AP Statistics - (1 credit)**

**Prerequisite: Algebra II**

AP Statistics exposes students to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students should have excellent algebraic and problem solving skills. Extensive use of the graphing calculator to study statistical applications is emphasized. This course is a college level course and is designed to prepare students for the College Board Placement Exam. *AP Statistics is a college level course.*

**Collin College Dual Credit Math: MATH 2413 Calculus I – (1/2 credit)**

**Prerequisite: MATH 2412 and meet eligibility requirements**

Calculus is a study of limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of area. Graphing calculator required. Lab included. This credit course may qualify as 1/2 of the 4th high school, math credit as well as 3 college credit hours.

**Math Supplemental Course**

**Mathematics Lab - (1/2 to 1 credit)**

**Prerequisite: Teacher recommendation**

*This course is a supplement to the student's grade-level math course and is taken in place of an elective.* Math Lab provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions.

**College Readiness for Mathematics - (1 credit; can be the 4th math credit)****12th grade****Prerequisite: Counselor Recommendation**

The purpose of the College Readiness Mathematics course is to provide high school students an opportunity to gain and demonstrate the necessary college readiness skills in mathematics to be successful in college-level, credit-bearing courses without the need for remedial or developmental coursework. This course is designed for 12th grade students whose coursework, End of Course examination in Algebra I, and college readiness examination scores indicate that a student is not ready to perform entry-level college coursework in mathematics. This course focuses on the study of relations and functions, inequalities, and algebraic expressions and equations including linear, polynomial, radical, and rational functions. Students will use these functions to model, interpret, and justify mathematical ideas and concepts using multiple representations. Upon successful completion this course can fulfill TSI requirements in mathematics. Entry into this course requires counselor recommendation and may count for the fourth mathematics credit. Students who may be candidates for athletic scholarships should be advised that this course may not meet minimum core requirements under NCAA guidelines. Note that not completing Algebra II prevents a student from graduating with the Distinguished Level of Achievement. Principles and Applied sections are not available for College Readiness courses.

## Science Courses

*Students are advised to be aware of the math course prerequisites and co-requisites for certain science courses.*

### 1st Science Credit Courses

#### **Biology - (1 credit)**

##### **Recommended Prerequisite: None**

Biology is a course designed around the study of living things. This course emphasizes a variety of topics such as functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; ecosystems; living systems; homeostasis; ecosystems; and plants and the environment. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, oral and written communication skills, along with career exploration will be stressed in this course. This course will require an End of Course Exam for any student enrolled.

#### **Biology Advanced - (1 credit)**

##### **Recommended Prerequisite: None**

This course extends the biology concepts and TEKS with an emphasis on preparing students to take AP Biology. Biology Advanced will be a lab-oriented course designed for students exhibiting advanced achievement levels in the biological sciences. This course shall exceed the content and depth of a standard Biology course both in the classroom and laboratory experiences. Biology Advanced will strive for higher levels of learning; creative thinking, and critical evaluation tenets such as analyzing, synthesizing, and formulating logical conclusions. This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.

### 2nd Science Credit Courses

#### **Chemistry - (1 credit)**

##### **Prerequisite: One unit of high school science and Algebra I**

##### **Recommended Co-requisite: Geometry**

This course emphasizes a variety of topics that include: characteristics of matter, energy transformations during physical and chemical changes; atomic structure; the periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction; chemical equations; solutes; properties of solutions; acids and bases; and stoichiometric relationships. Chemistry is a course that is oriented toward college preparation and is grounded in a laboratory approach to the study of the matter. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, oral and written communication skills, along with career exploration will be stressed in this course. Semesters must be completed in sequence (1st then 2nd).

#### **Chemistry Advanced- (1 credit)**

##### **REQUIRED Prerequisite: One unit of high school science and Algebra I**

##### **Recommended Prerequisite: Geometry**

##### **Recommended Co-requisite: Algebra II**

This course extends the chemistry concepts and TEKS with an emphasis on preparing students to take AP Chemistry. Chemistry Advanced will be a lab-oriented course designed for students exhibiting advanced achievement levels in the chemical sciences. This course shall exceed the content and depth of a standard Chemistry course both in the classroom and laboratory experiences. Chemistry Advanced

will strive for higher levels of learning; creative thinking, and critical evaluation tenets such as analyzing, synthesizing, and formulating logical conclusions.

### **Integrated Physics and Chemistry (IPC) - (1 credit)**

#### **Recommended Prerequisite: None**

Integrated Physics and Chemistry is a survey lab course that reinforces the foundational knowledge required for all subsequent physical science courses. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

### **3rd Science Credit Courses (Most Commonly)**

#### **Physics - (1 credit)**

#### **Recommended Prerequisite: Geometry**

#### **Recommended Co-requisite: Algebra II**

Physics is designed to provide a laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. Topics of study include motion, forces, energy, momentum, thermodynamics, waves, and modern physics. This course emphasizes the use of mathematics to solve problems.

#### **AP Physics 1- (1 credit)**

#### **Recommended Prerequisite: Algebra II**

#### **Recommended Co-requisite: Pre-Calculus**

#### **NOTE: Students who have completed a year of physics are not allowed to take AP Physics 1**

AP Physics 1 is equivalent to the first semester of a typical introductory, algebra-based college physics course. Topics of study include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Emphasis is placed on student-centered, inquiry-based instructional practices to develop scientific critical thinking and reasoning skills. After taking AP Physics 1, students may choose to continue their study of physics in either AP Physics 2 or AP Physics C. This course is intended to prepare students to take the AP Physics 1 exam in order to earn college course credit depending on exam score. *This is a college level course.*

### **4th Science Credits and Additional Science Electives**

*Most of these courses would be taken as a fourth year science; however, they are available in earlier grade levels, dependent on completion of prerequisites and counselor advising based on an individual student's graduation program and goals. Many students take two science courses in a single year.*

### **Science + CTE Credit Courses**

#### **Animal Science (1 credit, CTEC)**

#### **Prerequisites: 2 of 4 credits - Equine Science, Livestock Production, Small Animal Management, or Wildlife, Fisheries & Ecology Management, Survey of Agriculture, Food and Natural Resources**

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. *This course may qualify as a science credit.*

#### **Plant and Soil Science - (1 credit, CTEC)**

#### **Prerequisite: Horticultural Science or Landscape Design & Management**

This course provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. *Materials fee may be required for this course. This course may qualify as a science credit.*

### **Anatomy and Physiology - (1 credit)**

#### **Recommended Prerequisite: Biology and a second science credit**

Anatomy and Physiology is a college preparatory and a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, and sequencing data; experiences in oral and written communication; and career explorations are skills that will be addressed in this course. Students in this course may choose to take courses in Health Science Technology.

### **Food Science (1 credit, CTE)**

#### **Prerequisites: Biology and Chemistry**

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. This is a course designed to help students understand and integrate the knowledge, skills and practices of the Food Science industry through the application of the biochemistry of food and nutrition. *Materials fee may be required for this course. This course may qualify as a science credit.*

### **Forensic Science (1 credit, CTE)**

#### **Prerequisites: Law Enforcement I, Biology & Chemistry**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects and career options for forensic science. *This course may qualify as a science credit.*

### **Medical Microbiology - (1 credit, CTE)**

#### **11th-12th Grade**

#### **Prerequisites: Biology, Chemistry and Anatomy & Physiology**

Medical Microbiology is a college preparatory and laboratory-oriented course that will provide opportunities for the student to identify and culture microorganisms that are of interest in the medical field. The student will learn lab techniques for working safely with microorganisms and will investigate the physiological effects of various microorganisms on the human body. The course is intended to provide high school exposure to microbiology concepts for the students who are particularly interested in a health-related career track or for the students who are interested in the biological sciences. *Materials fee are required for this course. This course may qualify as a science credit.*

### **Pathophysiology - (1 credit, CTE)**

#### **Prerequisites: Biology, Chemistry and Anatomy & Physiology**

Pathophysiology is a college preparatory and laboratory-oriented course that will provide opportunities for the student to study the nature of disease, its causes, and the various affects diseases have on the human body. The student will apply proper lab techniques to the study of healthy and diseased tissue

and be able to recognize samples of each. The course is intended for the student who is particularly interested in a health-related career track or for the student who is interested in the biological sciences. *Materials fee is required for this course. This course may qualify as a science credit.*

### **AP Science Courses**

#### **AP Biology - (1 credit)**

##### **Recommended Prerequisite: Biology and Chemistry**

AP Biology is a course designed to be the equivalent of a college-level biology course. This course will provide students with the framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. This course emphasizes topics such as microbiology, biochemistry, genetics, evolution, organisms and their environment and includes extensive biological laboratory experiences. This course is intended to prepare students to take the AP Biology exam in order to earn college course credit depending on exam score. Students may complete an independent research project. *This is a college level course not appropriate as a first year biology course.*

#### **AP Chemistry - (1 credit)**

##### **Recommended Prerequisites: Chemistry & Algebra II**

AP Chemistry is a course designed to cover material found in the college level general chemistry course and is for the college-bound science/engineering/pre-veterinary/pre-medical/pre-dental student. This course incorporates a more extensive quantitative understanding of the physical principles of chemistry. Major topics include electrochemistry, kinetics, thermodynamics and equilibrium. Advanced laboratory investigations involving independent data analysis are a major part of this course. This course is intended to prepare students to take the AP Chemistry exam in order to earn college course credit depending on exam score. Students may complete an independent research project. *This is a college level course not appropriate as a first year chemistry course.*

#### **AP Physics 2 - (1 credit)**

##### **Recommended Prerequisite: Physics or AP Physics 1**

##### **Recommended Co-requisite: Pre-Calculus**

AP Physics 2 is equivalent to the second semester of a typical introductory, algebra-based college physics course. Topics of study include fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. Emphasis is placed on student-centered, inquiry-based instructional practices to develop scientific critical thinking and reasoning skills. This course continues to develop a foundation in physics for students interested in the life sciences, pre-medicine, and some applied sciences. This course is intended to prepare students to take the AP Physics 2 exam in order to earn college course credit depending on exam score. *This is a college level course not appropriate as a first year physics course.*

#### **AP Physics C - (2 credits)**

##### **Recommended Prerequisites: Physics or AP Physics 1 and Pre-Calculus**

##### **Recommended Co-requisite: AP Calculus**

AP Physics C is a calculus-based physics course that ordinarily forms the first and second semesters of the college sequence for students majoring in the physical sciences or engineering. Topics of study include kinematics, dynamics, energy, momentum, rotation, gravitation, oscillation, electric force and field, electric circuits, magnetic force and fields, and electromagnetic induction. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. In addition to developing conceptual understanding, strong emphasis is placed on critical thinking and reasoning skills. This course is intended to prepare students to take the AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams in order to earn college course credit depending on exam scores. *This is a college level course not appropriate as a first year physics course.*

#### **AP Environmental Science (1 credit)**

##### **Recommended Prerequisites: Biology, Chemistry, and Algebra I**

AP Environmental Science (APES) is a lab-based, interdisciplinary science course equivalent to a college level introductory environmental science course. The goal of APES is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions. This course is intended to prepare students to take the APES exam in order to earn college course credit depending on exam score. Students may complete an independent research project. *This is a college level course not appropriate as a first year science course.*

### **Collin College Dual Credit Science Courses**

#### **Collin College Dual Credit Science: BIOL 1406 Biology for Science Majors I - (1/2 credit)**

##### **Prerequisites: Biology and Chemistry and Meet eligibility requirements**

Lecture: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab: Laboratory activities will reinforce the fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab required. 4 credit hours. *This course satisfies ½ credit toward the high school 4th year science requirement.*

#### **Collin College Dual Credit Science: BIOL 1407 Biology for Science Majors II - (1/2 credit)**

##### **Prerequisite: BIOL 1406 and meet eligibility requirements**

Lecture: The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab: Laboratory activities will reinforce study of the diversity and classifications of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab required. 4 credit hours. *This course satisfies ½ credit toward the high school 4th year science requirement.*

#### **Collin College Dual Credit Science: BIOL 1408 Biology for Non-Science Majors I - (1/2 credit)**

##### **Prerequisites: Biology and Chemistry and Meet eligibility requirements**

Lecture: Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab required. 4 credit hours. *This course satisfies ½ credit toward the high school 4th year science requirement.*

#### **Collin College Dual Credit Science: BIOL 1409 Biology for Non-Science Majors II - (1/2 credit)**

##### **Prerequisite: BIOL 1408 and meet eligibility requirements**

Lecture: This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab required. *This course satisfies ½ credit toward the high school 4th year science requirement.*

### **Other Science Electives**

**Anatomy and Physiology - See [Science + CTE Electives](#)**

#### **Aquatics - (1 credit)**

**Required Prerequisite: Biology**

**Recommended Prerequisite/co-requisite: Chemistry**

Aquatic science is the study a variety of topics that include: roles of cycles in an aquatic ecosystem; geologic and fluid dynamics; components of aquatic ecosystems, fresh, salt and estuary; relationships

among aquatic habitats and ecosystems; changes within aquatic habitats and environments; and the origin and use of water in a watershed. It is a course in which students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

### **Astronomy – (1 credit)**

**Recommended Prerequisite: Three units of science (3rd science credit may be taken concurrently)**

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students will utilize concepts from Biology, Chemistry, and Physics to acquire knowledge about astronomical concepts, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

### **Environmental Systems - (1 credit)**

**Prerequisite: Biology and IPC or Chemistry**

Environmental Systems is a course in which students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

### **Earth and Space Science - (1 credit)**

**REQUIRED Prerequisite: three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.**

Earth and Space Science (ESS) is a capstone course that builds on prior scientific knowledge and skills to provide high schools students an understanding of the Earth System. This course focuses on three major science concepts: the Earth in Space and Time, Solid Earth, and Fluid Earth. These concepts would normally be found as topics among the sciences of geology, oceanography, meteorology, cosmology, and astronomy. In ESS, students will apply and integrate the science concepts and principles learned in previous grades, examine authentic situations that extend beyond the boundaries of the classroom. Students will engage in acquiring, processing, and analyzing scientific data and build upon reading, writing, research, and quantitative skills learned in previous science courses.

# Social Studies Courses

## 1st Social Studies Credit Options

### World Geography - (1 credit)

#### Prerequisite: None

World Geography is the study of the earth, its regions, and the people who live in these regions. Students will study topography, weather, and climate of each region as well as the languages, customs, and ways of living of the people who inhabit these regions. In addition, the interaction of people with the environment and with each other will be studied. Students will become familiar with the relative locations of the world's continents, oceans, and countries and will learn to use maps, charts, graphs, and other methods of research used by geographers.

### AP Human Geography - (1 credit)

#### Prerequisite: none

This course combines the state requirements for World Geography with the Advanced Placement Human Geography course. It is designed to allow 9th graders to develop the skills necessary to be successful in Advanced Placement courses. This course introduces students to the patterns and processes of the earth, its regions, and its people. In examining how people have interacted with the earth over time, students will examine concepts such as culture, population, political organization, cities, agriculture and land use, as well as industrialization and economic development. They also learn about the methods and tools geographers use in their science and practice. Students taking this course should have strong reading and writing skills. Upon completion of this course, interested students will also be eligible to take the national AP examination in May to earn college credit.

## 2nd Social Studies Credit Options

### World History Studies - (1 credit)

#### Prerequisite: None

World History aims both to discover general knowledge about the development and diffusion of civilization and to foster an appreciation that such knowledge is vitally important to understanding our modern era. This course aims to develop students' historical understanding, broaden their perspective on world affairs and sharpen their critical thinking skills.

### AP World History - (1 credit)

#### Prerequisite: None

AP World History is designed to develop greater understanding of the evolution of global processes and contacts in interactions with different types of human societies. It highlights the nature of continuity and change over time and offers global coverage of Africa, the Americas, Asia and Europe. The course stresses the linkages between people and states formed through trade, the resultant migration of people and ideas, the mobilizations of mass society, revolutions, and the impact of technology upon humankind. This course combines the state requirements for World History and College Board World History curriculum. *This college level course* will be both rigorous and rewarding and is open to all high school students who are motivated and willing to do advanced work. It moves rapidly and covers a lot of ground but teaches students skills needed to critically read, take notes and write historical essays. Interested students would be eligible to take the AP examination in May to qualify to earn college credit.

### GT Humanities II / AP World History - (1 credit)

#### Prerequisite: Identification / Selection as Gifted/Talented and GT Humanities I

GT Humanities I / English I Advanced and GT Humanities II / AP World History are courses that provide gifted students with opportunities not available through on-level or advanced classes. The courses combine English I Advanced with AP World History in a two-year interdisciplinary spiral. The basic content is a historical study of the commonalities of the fine arts, including literature, the visual arts,

architecture, and music. Students will learn and practice the craft of writing through various products, including AP style writing. Literature from a variety of world traditions will also be a key focus. Beginning in 2016-17, ninth and tenth grade students will sit in the same class while earning credit in separate courses; ninth graders will earn English I Advanced credit while tenth graders earn AP World History credit. At the conclusion of GT Humanities II, students can sit for the AP World History exam to possibly earn college credit. *GT Humanities does NOT fulfill the fine arts requirement for graduation and is not recognized as a fine arts course by TEA.*

### **3rd Social Studies Credit Options**

#### **United States History - (1 credit)**

##### **Prerequisite: None**

United States History covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. This course requires an End of Course Exam for any student enrolled.

#### **AP U.S. History - (1 credit)**

##### **Prerequisite: None**

AP United States History is a college level course designed to give students the opportunity to study the history and development of the United States in a more in-depth manner than on-level United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The content for this course emphasizes the Colonial-Revolutionary War Period, Constitutional Period, the Age of Jackson, the Civil War and Reconstruction, the Progressive Era, the New Deal, and the emergence of America as a world power after World War II. Students will learn to assess historical materials -- their relevance to a given interpretive problem, reliability and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. Great emphasis is placed on the intellectual, cultural and socioeconomic history of the United States. Students will also study and analyze the politics and diplomacy of this country. Students will have the opportunity to take the Advanced Placement Exam upon completion of the course. This course fulfills the graduation requirement of U.S. History. This course covers the 11th grade standards (TEKS) in a different time frame and sequence than on-level U.S. History. Students are strongly encouraged to complete both semesters of AP U.S. History. Students that move from this course to on-level U.S. History during or at the semester will have gaps in coverage of 11th grade standards (TEKS) potentially impacting preparedness for TAKS or End of Course Test. This course will require an End of Course Exam.

#### **GT American Studies - (2 credits)**

##### **Prerequisite: English II or equivalent and Identification/Selection as Gifted/Talented**

GT American Studies combines AP Language and Composition with AP U.S. History through an interdisciplinary integration of curriculum which allows for deeper connections between the two AP courses. The course is a study of the development of the United States through the integration of history, composition, literature, writing, art, architecture, philosophy, music, and theater. The course focuses on the philosophical foundation of American thought while exploring themes of progression, reconstruction, conflict, human rights, migration, perspective, and change. GT American Studies integrates two Advanced Placement courses; therefore, the class is double blocked over the A day/B day time block. Students will take the End of Course Exam for U.S. History. Students are also strongly encouraged to take the Advanced Placement exams for Language and Composition and U.S. History.

#### **Collin College Dual Credit US History: HIST 1302 U.S. History II – (1/2 credit)**

##### **11th grade**

##### **Prerequisite: Must meet eligibility requirements**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction period to the present. United States History II examines industrialization,

immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. 3 credit hours. This course satisfies ½ credit of required high school US History credit and should be either paired with HIST 1301. HIST 1302 is always taken in the Fall Semester, while 1301 would be completed the previous summer or following Spring. Students completing HIST 1302 in fall semester are required to take the Texas End of Course Exam (EOC) for US History in the December testing administration.

### **Collin College Dual Credit US History: HIST 1301 U.S. History I – (1/2 credit)**

#### **11th grade**

#### **Prerequisite: Must meet eligibility requirements**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. 3 credit hours. This course satisfies ½ credit of required high school US History credit and should be paired with HIST 1302. Students have the option to either take 1301 in the Summer or in the Spring, not Fall. Students taking dual credit US History are required to take the Texas End of Course Exam (EOC) for US History in the December testing administration.

### **4th Social Studies Credit Options**

#### **U.S. Government - (1/2 credit)**

#### **Prerequisite: None**

United States Government provides an opportunity for students to study foundations of the United States political system, development of the United States governmental system, the structure and functions of the United States government, and the role of decision-making in civic affairs. US Government is paired with Economics for a full credit.

#### **AP U.S. Government - (1/2 credit)**

#### **Prerequisite: None**

AP United States Government is a course designed to give students an analytical perspective on government and politics in the United States. This course covers the constitutional foundations, political beliefs and behaviors, political parties and interest groups that make up the US government. All areas of the federal government – Congress, the presidency, bureaucracy, judiciary and civil liberties and civil rights are studied. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute US political reality. Students will have the opportunity to take the AP exam upon completion of this course. *This is a college level course.*

### **Collin College Dual Credit Government: GOVT 2305 Federal Government (1/2 credit)**

#### **Prerequisite: Meet eligibility requirements**

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. 3 credit hours. This course satisfies the high school requirement of Government. Dual Credit Government is typically paired with Dual Credit Economics for a full year credit.

#### **Economics - (1/2 credit)**

#### **Prerequisite: None**

Economics with Emphasis on the Free Enterprise System and Its Benefits emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship. Economics is paired with US Government for a full credit.

### **AP Macroeconomics - (1/2 credit)**

#### **Prerequisite: None**

Rising interest rates, unemployment, taxes, government spending, saving, investing, the global economy, all of these topics are included in the study of Macroeconomics. If you want to know how the government affects the economy and how the economy will affect your future, then you need to take this course. Students will have the opportunity to take the Advanced Placement exam upon completion of this course. This course fulfills the graduation requirements of Economics. *This is a college level course.*

### **Collin College Dual Credit Economics: ECON 2302 Principles of Microeconomics – (1/2 credit)**

#### **Prerequisite: Must meet eligibility requirements**

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade. 3 credit hours. This course fulfills the high school requirement for Economics.

### **Social Studies Electives**

#### **Advanced Placement Social Studies Electives**

### **AP European History - (1 credit)**

#### **Prerequisite: None**

AP European History is a course designed to provide opportunities for students to study the history and development of European cultures and ideas in an in-depth manner. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Significant emphasis is given to questions in intellectual-cultural and social-economic history, as well as to those in the more traditional political-diplomatic sphere. Students are expected to demonstrate knowledge of basic chronology and major events and trends from the High Renaissance to the present. In addition to understanding the principal themes in European history, the students will develop their ability to analyze historical events, to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. Students will have the opportunity to take the Advanced Placement Exam upon completion of the course. This is an elective course and cannot be substituted for the graduation requirement of World History. *This is a college level course.*

### **AP Psychology - (1/2 credit)**

#### **10th - 12th grade**

#### **Prerequisite: None**

Advanced Placement Psychology is a one-semester college-level course that addresses such questions as it surveys the field of psychology from research into human behavior to the application of its findings in treatment. The course itself will have a theoretical and a practical emphasis. On the theoretical side, you will gain knowledge of psychological concepts and principles. On the practical side, you will be expected to demonstrate how these ideas can be applied in everyday matters of human activity. This requires not only a thorough understanding of the material beyond textbook definitions, but an active participation in class discussions and activities. Note: As of 2015 the new MCAT (Medical College Admissions Test) will require a section on the "Psychological, Social, and Biological Foundations of Behavior". AP Psychology would provide a strong foundation for students interested in the medical field.

### Collin College Dual Credit Social Studies Electives

#### **Collin College Dual Credit Elective: GOVT 2306 Texas Government – (1/2 credit)**

##### **Prerequisite: Meet eligibility requirements**

Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and inter-governmental relations, political participation, the election process, public policy and the political culture of Texas. 3 credit hours. This course satisfies ½ elective credit toward high school graduation and is mandatory if working towards an Associate Degree.

#### **Collin College Dual Credit Elective: SOCI 1301 Introduction to Sociology (1/2 credit)**

##### **Prerequisite: Meet eligibility requirements**

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. 3 credit hours. *This course satisfies ½ elective credit toward high school graduation.*

#### **Collin College Dual Credit Elective: EDUC1300 – Education- Learning Framework - (1/2 credit)**

##### **10th -12th grade**

##### **Prerequisite: Meet eligibility requirements**

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g. learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. 3 credit hours. *This course satisfies ½ elective credit toward high school graduation.* Students who have taken high school Psychology may enroll in this dual credit course. This course is a requirement to earn an Associate Degree.

### Other Social Studies Electives

#### **Personal Financial Literacy - (1/2 credit)**

##### **Prerequisite: None**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.

#### **Sociology - (1/2 credit)**

##### **10th - 12th grade**

##### **Prerequisite: None**

Sociology is an upper-level academic elective. The understanding of sociology as the scientific and systematic study of human behavior observed through patterns will be accomplished using the following methods: textbook reading, mastering sociological concepts and definitions, participating in class discussions, teacher lecturing, role playing, and small group activities. Students should be self-motivated and comfortable in participating in classroom discussions. Students will be required to research a current social problem and present findings.

#### **Psychology - (1/2 credit)**

##### **10th - 12th grade**

##### **Prerequisite: None**

Psychology encompasses broad areas of study about human behavior and it enables the students to better understand themselves and others. The goal of this course is to create active intellectual and

emotional involvement by the student, not only in learning about the science of psychology, but in life as well. It is a one semester elective course.

### **African American Studies – (1 credit)**

**10th-12th Grade**

**Prerequisite: None**

In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

## **AP Capstone Program**

**AP Seminar Course - (1 credit)**

**10th - 12th grade**

**Prerequisite: None**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Students will complete various assessments throughout the year to earn an Advanced Placement Exam score that may allow them to earn college credit. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate® signifying their attainment of college-level academic and research skills. In addition, students who earn a 3 or higher in four additional AP Courses will receive the AP Capstone Diploma®. Students receive a GPA weighted credit as with all other AP courses. Note: This course cannot be dropped until semester. The Exam Fee for this course \$143. For further information, please consult the College Board Website: <https://lp.collegeboard.org/ap-capstone>. Starting with the class of 2021, this course will satisfy the high school speech credit requirement.

**AP Seminar: Multicultural Section** A designated section of this course will be utilizing curriculum related to multicultural studies. Students will continue to select topics of interest related to the African diaspora, Latin American studies, Asian American studies, and related multicultural topics.

**AP Research Course - (1 credit)**

**Prerequisite: Successful Completion of AP Seminar**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Students will complete

various assessments throughout the year to earn an Advanced Placement Exam score that may allow them to earn college credit. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate© signifying their attainment of college-level academic and research skills. In addition, students who earn a 3 or higher in four additional AP Courses will receive the AP Capstone Diploma©. The Exam Fee for this course \$143. For further information, please consult the College Board Website: <https://lp.collegeboard.org/ap-capstone>

## Fine Arts Courses

### Art

#### Art I - (1 credit)

##### Prerequisite: None

Art I is an introductory course in which students will learn how to use the elements and principles of art to create a variety of two and three dimensional art (art production). Media explored will include but will not be limited to, drawing, painting, printmaking, sculpture, ceramics, and fibers. Students will also be introduced to the historical and cultural influences on art (art history). They will explore the philosophical nature of art (aesthetics) and students will learn to make critical judgments about art (art criticism). Art 1 is a yearlong course in which first semester skills are needed to be successful in semester two. *Students are required to purchase a specific list of supplies.* Supplies must be purchased during the first 2 weeks of school to remain in the class.

#### Art I Advanced - (1 credit)

##### Prerequisite: None

Art I Advanced may be substituted for Art I. Art I curriculum will be covered however students will be required to produce work at a more advanced level both in quality and quantity. This course is designed specifically to challenge the student that has had 2-3 years of middle school art credit and / or is intending to pursue the more rigorous AP Studio Art classes. Students will learn what will be expected of them for the AP Portfolio Examination. Students are required to purchase a specific list of supplies. Supplies must be purchased during the first 2 weeks of school to remain in the class.

#### Art II - (1 credit)

##### Prerequisite: Art I - Art I Advanced

Art II offers instruction in a variety of media and techniques and builds on the skills and information learned in Art I. Emphasis is on skill building and creative problem solving however, art history, aesthetics, and art criticism will also be addressed. Art II is an intensive year long course in basic drawing, design, and painting with some three dimensional work designed to challenge the students who are planning to take advanced art classes. First semester skills are needed to be successful in semester two. *Students are required to purchase a specific list of supplies.* Supplies must be purchased during the first 2 weeks of school to remain in the class.

#### Art II Advanced - (1 credit)

##### Prerequisite: Art I - Art I Advanced recommended

The Art II Advanced curriculum is designed to spiral and expand the Art I or Art I Advanced curriculum. The Art II Advanced coursework follows College Board outlines for advanced placement studio portfolios. Student will apply the elements and principles of art in all compositions to a greater proficiency than other Art II students as well as connect art history and criticism to those productions. Students will develop skills in drawing and color theory application beyond the average Art II student as they continue reviewing requirements of the AP examination. Students extend learning through higher expectations in painting, printmaking, technology, sculpture and ceramics. Art II Advanced is an honors credit class recommended for students seriously looking at visual art career. It will begin preparing

and focusing students on developing breadth pieces used in the AP portfolio. *Students are required to purchase a specific list of supplies.* Supplies must be purchased during the first 2 weeks of school and will remain in the class.

### **Art II Ceramics - (1 credit)**

#### **Prerequisite: Art I - Art 1 Advanced**

This accelerated course in ceramic techniques will address the history of ceramics, modeling, molding, casting, carving construction and assemblage. This course will also cover throwing on the wheel, kiln firing, primitive firing, glaze chemistry and surface design. Further, exhibition, portfolio development, and development of a series or collection of ceramic work related to central concept will be a goal. *Students are required to purchase a specific list of supplies or pay a supply fee.* Supplies must be purchased during the first 2 weeks of school remain in the class.

### **Art III-IV - (1 credit)**

#### **Prerequisite: Art II/III**

Art III and IV are intensive year long courses that continue instruction in a variety of media and techniques and are designed for the student who is seriously interested in the practical experience of art. Emphasis is on skill building and creative problem solving however, art history, aesthetics, and art criticism will also be addressed. The course is oriented toward exhibitions and competitions and the development of individual artistic strengths and interests. Emphasis is on skill building and creative problem solving however, art history, aesthetics, and art criticism will also be addressed. First semester skills are needed to be successful in semester two. Students are required to purchase a specific list of supplies. Supplies must be purchased during the first 2 weeks of school to remain in the class.

### **AP Studio Art-Drawing - (1 credit)**

#### **Recommended Prerequisite: Art I Advanced or Art II Advanced**

Studio Art is a rigorous college level drawing portfolio class designed for students who are seriously interested in the practical experience of art. This College Board Program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. First year AP Art students prepare a Drawing Portfolio. The portfolio requires actual examples and digital images of student artwork within a three-section structure of Range of Approaches, Sustained Investigation and Selected Works. Students are required to purchase a specific list of supplies, and a matting fee. Additional supply cost may also be incurred. Supplies for AP will overlap with students enrolled in Art II, III, and IV. Supplies must be purchased during the first 2 weeks of school to remain in the class. Matting fees must be turned in by the end of the first nine weeks. If possible, students should take AP Art with an on-level Art III/IV class to allow for enough time to complete the portfolio requirements submitted to College Board. AP students are given the opportunity to submit a portfolio exam to the College Board for college credit.

### **AP Art History - (1 credit)**

#### **10th – 12th grade**

#### **Prerequisite: None (World, European or U.S. History recommended)**

AP Art History is a yearlong college level course designed to introduce students to the rich traditions of western and non-European architecture, sculpture, painting and other art forms. Through factual knowledge, exploration of aesthetic principles and comparative criticism students strive to interpret and evaluate the visual communication of past ages and distant cultures while gaining insight into the motivation, inspiration and environment of each era. AP students are given the opportunity to take the College Board exam for college credit.

### **AP Studio Art 2D- Design - (1 credit)**

#### **Prerequisites: Art I Advanced or Art II Advanced recommended**

Advanced Placement Studio Art Design portfolios is a rigorous course designed for students who are seriously interested in the practical experience of art. This College Board Program provides the only

national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. Both portfolios require actual examples and electronic submissions of student artwork within a structure of Range of Approaches, Sustained Investigation and Selected Works. Students are required to purchase a specific list of supplies and a matting fee. Additional supply costs may also be incurred. Supplies for AP Art will overlap with the students enrolled in Art III and IV. Supplies must be purchased during the first 2 weeks of school to remain in the class. If possible, students should take AP Art with a on-level Art III/IV class to allow for enough time to complete the portfolio requirements submitted to College Board. AP students are given the opportunity to submit a portfolio exam to the College Board for college credit.

### **AP Studio Art 3D- Design - (1 credit)**

#### **Prerequisites: AP Studio Art 2D Design (recommended)**

Advanced Placement Studio Art Design portfolios are designed for students who are seriously interested in the practical experience of art. This College Board Program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. Both portfolios require actual examples and electronic submissions of student artwork within a three-section structure of Range of Approaches, Sustained Investigation and Selected Works. Students are required to purchase a specific list of supplies and a matting fee. Additional supply costs may also be incurred. Supplies for AP Art will overlap with the students enrolled in Art III and IV. If possible, students should take AP Art with a on-level Art class to allow for enough time to complete the portfolio requirements submitted to College Board.

### **Floral Design - (1 credit)**

#### **10th - 12th grade**

#### **Prerequisite: None**

This is an activity-based course structured to prepare students in the production of specialized floral designs, identify and classify plants and flowers, and use artistic elements of design to create personal floral arrangements. Students will develop knowledge and skills that enable them to understand the business practices used in the floral design industry as well as providing the opportunity for students to expand their leadership skills in the FFA organization. A materials fee is required for this course and successful completion of both semesters of this course may fulfill the fine arts credit required for graduation. This course provides the necessary training and instruction for students to participate in testing for the Texas State Florist's Certification. Materials fee may be required for this course. *This course may count as a Fine Arts credit.*

## **Music**

### **Band - (1 credit)**

#### **Prerequisite: Audition and Teacher recommendation**

Band is a full year course concentrating on the continued development of fundamental wind and percussion skills. Students will be exposed to many styles of music through rehearsal and performances throughout the year. Participating in fall marching band allows students to waive ½ credit of the required P.E. credits. Students enrolling in any band course are required to participate in marching band. Special exceptions to this may only be considered in extenuating health related circumstances and must be discussed directly with the program director and campus principal or their designee for consideration. *Additional expenses for supplies will be incurred.* A balanced focus on both individual and ensemble development occurs throughout both semesters.

### **Instrumental Ensemble Band - (1 credit)**

**Prerequisite: Audition and Teacher recommendation**

Instrumental ensemble is a full year course that serves as the double block for band courses. The concentration of this course is a continuation of the curricular development happening in the band program. Exceptions to the Instrumental Ensemble course expectation must be discussed with the band director and campus principal or designee.

**Music Theory - (1 credit)****Prerequisite: Application**

Music Theory I is a composition-based study of the mechanics of music. May include instruction in use of music software in the Music Theory Computer Lab, an introduction to music history, fundamental piano skills, and basic ear training.

**AP Music Theory - (1 credit)****Prerequisite: Music Theory I or teacher recommendation**

AP Music Theory is a composition-based course in the advanced study of music. This college level course implements detailed notation, terminology, the reading and writing skills of harmony, analysis, aural skills, and sight singing.

**Instrumental Ensemble Orchestra - (1 credit)****Prerequisite: Audition and teacher recommendation**

Instrumental ensemble is a full year course that serves as the double block for orchestra courses on campuses where offered. Please check with the program director to see if this option is available at the campus where you are assigned. The concentration of this course is a continuation of the curricular development happening in the orchestra program. Exceptions to the Instrumental Ensemble course expectation must be discussed with the orchestra director and campus principal or designee.

**Orchestra - (1 credit)****Prerequisite: Audition and teacher recommendation**

Orchestra is a full year course concentrating on the continued development of string performance skills. The rehearsal and performance schedules are demanding, including outside of school practices, contests, sectionals, and concerts. Additional expenses for supplies will be incurred. A balanced focus on both individual and ensemble development occurs throughout both semesters.

**Choir - (1 credit)****Prerequisite: None**

Choir is a full year course concentrating on the development of vocal performance technique and musicianship. Students will be exposed to many styles of music through rehearsal and performance throughout the year. Students will perform primarily as a group with opportunities for solo performance, if desired. Additional expenses for supplies will be incurred.

**Vocal Ensemble - (1 credit)****Prerequisite: Teacher Recommendation**

Vocal ensemble is a full year course that serves as the double block for choir courses on campuses where offered. Please check with the program director to see if this option is available at the campus where you are assigned. The concentration of this course is a continuation of the curricular development happening in the choral program. Exceptions to the Vocal Ensemble course expectation must be discussed with the choir director and campus principal or designee.

**Theatre Arts****Theatre Arts I - (1 credit)****Prerequisite: None**

Theatre Arts I general areas of study include but are not exclusive to the following: performance skills of improvisation, pantomime, mime, voice and diction, stage movement and acting. Additional areas explored are history of the theatre and careers in theatre. Technical aspects discussed are design concepts of lighting, sound, scenery, props, makeup, costumes and publicity. Students will be involved in many performance projects each grading period and written and visual projects throughout the year. Students are required to purchase a specific list of supplies determined by the program director. Some required aspects of this course may occur outside of the school day.

### **Intermediate Theatre Arts I - (1 credit)**

#### **Prerequisite: Middle School Theatre and teacher recommendation**

Intermediate Theatre Arts I may be substituted for Theatre Arts I. It is an intensive course in acting styles, stage composition, voice and diction, script analysis, theatre history, and technical theatre designed to challenge the student having 2-3 years of middle school theatre arts credit. Students will be involved in many performance projects each grading period and written and involved visual projects throughout the year. Some required aspects of this course may occur outside of the school day. Please check with the campus program director for enrollment details pertaining to this class. Students are required to purchase a specific list of supplies determined by the program director.

### **Theatre Arts II - (1 credit)**

#### **Prerequisite: Theatre Arts I and teacher recommendation**

Theatre Arts II is a continuation of Theatre Arts I with special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students will also continue their study of improvisation as it enhances character analysis, pantomime, mime, voice and diction, audition techniques and production techniques. Some required aspects of this course may occur outside of the school day. Students are required to purchase a specific list of supplies determined by the program director.

### **Theatre Arts III - IV - (1 credit)**

#### **Prerequisite: Theatre Arts II and teacher recommendation**

Areas of study in Theatre Arts III and IV rotate each year so that all are covered by end of the 4- year and include such as contemporary and classical acting styles and techniques, exploration and analysis of representative plays from each period of history, history of film, puppetry, dance and masked theatre, playwriting and other specialize production techniques. All students will be involved in many performances, written and visual projects throughout the year. This class is designed for the student who wishes to seriously study and apply the theory of acting. Primarily students enrolled in this class are the same ones who comprise a large percentage of the acting companies of the departmental productions. Some required aspects of this course may occur outside of the school day. Students are required to purchase a specific list of supplies determined by the program director.

### **Technical Theatre I - (1 credit)**

#### **Prerequisite: None**

Technical Theatre I general areas of study include, but are not exclusive to the following: principles of costume, makeup, scenery, lighting and sound design and application, and general stagecraft skills. Additional areas explored are history of the theatre and careers in the theatre. Students will be involved in many design projects in each grading period and written projects and tests throughout the year.

### **Intermediate Technical Theatre I - (1 credit)**

#### **Prerequisite: MS Theatre Arts and teacher recommendation**

Intermediate Technical Theatre I may be substituted for Technical Theatre Arts I. It is an intensive course in theatrical design and application, stage management, stagecraft, technical script analysis, and theatre history designed to challenge the students having 2-3 years of middle school theatre arts credit. Students will be involved in many design projects in each grading period, and written projects and tests throughout the year. Some required aspects of this course may occur outside of the school

day. Students are required to purchase a specific list of supplies determined by the program director. Please check with the campus program director for enrollment details pertaining to this class.

### **Technical Theatre II - (1 credit)**

#### **Prerequisite: Technical Theatre I and teacher recommendation**

Technical Theatre II is a continuation of Technical Theatre I with special emphasis on advanced theatre design, moderate to advanced stage craft skills, and stage management. Students will also continue their study of script analysis and begin working on period styles and architecture of specific time periods. Students will begin creating a portfolio of their design work. Some required aspects of this course may occur outside of the school day. Students are required to purchase a specific list of supplies determined by the program director.

### **Technical Theatre III-IV - (1 credit)**

#### **Prerequisite: Technical Theatre II and teacher recommendation**

Areas of study in Technical Theatre III-IV include advanced stagecraft and design implementation. Emphasis will be placed on lab work, creation of technical theatre portfolio, leadership skills and exploration and analysis of play styles and history of architecture and costuming. All students will be involved in many projects, both written and visual, throughout the year. This class is designed for the student who wishes to seriously study and apply the theory of stage design. Primarily students enrolled in this class are the same ones who comprise a large percentage of the technical crews of the departmental productions. Some required aspects of this course may occur outside of the school day. Students are required to purchase a specific list of supplies determined by the program director.

### **Theatre Production I-IV - (1 credit)**

#### **Prerequisite: Theatre 1 or Technical Theatre I, Audition**

A full year course for advanced theatre students that explores various production aspects of the art of Theatre. This class is largely project based and may require production hours outside of class as a component of the student's grade. Please check with the program director for more information and to see if this option is available at the campus where you are assigned.

## **Dance**

### **Dance I – Fundamentals - (1 credit)**

#### **Prerequisite: None**

Dance Fundamentals is a yearlong course offered for fine arts credit. Students participate actively in the learning of fundamental dance skills. Various disciplines of dance are explored including jazz, ballet/lyrical and modern dance. Students engage in the training of basic dance skills, choreographic projects, video studies and dance history. This class is for the student with no prior dance training. This course involves both anaerobic and aerobic activity. *The students are required to wear appropriate and approved dance attire and dance shoes. Purchase of dance attire is the responsibility of the student.* Students may earn a fine arts credit and P.E. substitution credit for enrollment in this course. UIL athletes may not take this course, due to UIL regulations.

### **Dance II – Technique - (1 credit)**

#### **Prerequisite: Dance I**

Students in Dance Technique will earn fine arts credit and for this yearlong course. Various disciplines of dance are explored including jazz, ballet/lyrical and modern dance with the focus on the technical mastery of basic to intermediate skills. Students engage in choreographic projects, video studies and dance history. This course involves both anaerobic and aerobic activity. The students are required to

wear appropriate dance attire and dance shoes. *Purchase of dance attire is the responsibility of the student.*

### **Dance III – Intermediate - (1 credit)**

#### **Prerequisite: Dance II and Instructor Approval**

Students in Intermediate Dance will earn fine arts credit for this yearlong course. Various disciplines of dance are explored including jazz/hip-hop, ballet/lyrical and modern/stylized dance with the focus on *the technical mastery and performance of intermediate to semi-advanced skills*. Students engage in intense choreographic projects, video studies and dance history. This class is for the student with adequate formal training. This course involves both anaerobic and aerobic activity. The students are required to wear appropriate dance attire and dance shoes. *Purchase of dance attire is the responsibility of the student.*

### **Dance IV - Advanced - (1 credit)**

#### **Prerequisite: Dance III and Instructor Approval**

Students in Advanced Dance will earn fine arts credit and for this yearlong course. Various disciplines of dance are explored including jazz/hip-hop, ballet/lyrical and modern/stylized dance with the focus on *the technical mastery and performance of advanced skills*. Students engage in intense choreographic projects, video studies, dance history and peer instruction. This class is for the student with highly developed dance skills. This course involves both anaerobic and aerobic activity. The students are required to wear appropriate dance attire and dance shoes. *Purchase of dance attire is the responsibility of the student.*

### **Dance Team Training - (1 credit)**

#### **Prerequisite: None**

Students in Dance Team Training will earn fine arts credit for this yearlong course. This course prepares the student to audition for Dance Team. Students will work on flexibility, muscular strength and endurance and technical skills training through precision and stylized dance. This course involves both anaerobic and aerobic activity. The students are required to wear appropriate dance attire and dance shoes. Students will perform in the Spring Dance Concert. *Students may earn a fine arts credit and P.E. substitution credit for this course.*

### **Performing Dance Team - (1 credit)**

#### **Prerequisite: Audition Tryouts by Judges**

To enroll in this class, the student must have been selected a member of the team during spring try-outs. During the fall semester students will work on flexibility, anaerobic and aerobic activity, muscular strength and endurance, and technical skills training through precision dance in preparation for football halftime performances, pep rallies and special performances. During the spring semester, students will focus on dance as an art, exploring movement in various forms of dance and preparing for competition and show performances. *Many practice hours in addition to the school day are required for membership. (Students will incur some expenses for uniforms, supplies, etc.) Students will earn a fine arts credit and P.E. substitution credit for enrollment in this course.*

### **Color Guard (1 credit)**

#### **Prerequisite: Audition and Teacher Recommendation**

Color Guard is a full year course concentrating on the continued development of fundamental marching rifle and flag, and other equipment skills. This is a performance class where the basics of movement, dance and use of equipment are taught. The rehearsal and performance schedules are demanding, including outside-of-school practices, football games, contests, performances. *Additional expenses for uniforms and supplies will be incurred.* Students enrolling in Color Guard are required to participate in conjunction with the marching band. A balanced focus on both individual and group development occurs throughout both semesters. *Students may earn a fine arts credit and PE substitution credit for enrollment in this course.*



# World Languages

## **Spanish I - (1 credit)**

### **Prerequisite: none**

Spanish I focuses on developing students' ability to communicate using the Spanish language. The course is primarily taught in Spanish in order to improve comprehension skills. Students are also expected to participate fully in Spanish and use as little English as possible. As novice language learners, students will communicate using words, phrases, and simple sentences. Throughout the year students will participate in conversations on a variety of familiar topics such as their interests, family, school, and community. Assessments are aimed at determining students' ability to communicate with the language and are focused on listening, speaking, reading, and writing.

## **Spanish II - (1 credit)**

### **Prerequisite: Spanish I**

Spanish II continues to develop students' ability to communicate using the Spanish language. The course is primarily taught in Spanish to help students continue to improve their listening and reading skills. Students are expected to communicate fully in Spanish as well. Their communication will still consist mainly of familiar words, phrases and simple sentences. Students will be able to express their thoughts and opinions on a variety of topics. Assessments continue to focus on the communicative skills of listening, speaking, reading, and writing. This course prepares students for continued language learning in the Spanish III Advanced course.

## **Spanish II Advanced - (1 credit)**

### **Prerequisite: Spanish I**

Spanish II Advanced deepens and advances the curriculum of Spanish II. Students will be able to express meaning in straightforward and personal contexts and understand information from simple connected statements. Students are generally understood by people accustomed to dealing with language learners. Students will continue to acquire and discover the target language through speaking, listening, reading, and writing activities. This course allows the students to begin communicating in a target language environment. *The majority of this course is conducted in the target language.*

\*Note- This course is being phased out and is only available to students with graduation dates of 2024 or earlier. This course includes the same objectives and assessments as Spanish II.

## **Spanish III – (1 credit)**

### **Prerequisite: Spanish II**

Students in Spanish III will be able to express meaning in a variety of contexts and understand information from connected statements. Students are generally understood by people accustomed to dealing with language learners. Students will continue to acquire and discover the target language through speaking, listening, reading, and writing activities. This course allows the students to communicate in a target language environment at an intermediate level. *The teachers and the students will interact primarily in the target language.*

## **Spanish III Advanced– (1 credit)**

### **10th – 12th grade**

### **Prerequisite: Spanish II (highly recommend Spanish II Advanced)**

Spanish III Advanced prepares students to take Spanish IV AP. This course focuses on delivery of content through thematic units while expanding on relevant vocabulary and refining the accuracy of expression by knowing the components of language. This course begins to incorporate the 6 AP themes within the units of study and makes connections between the themes and real-world applications. The focus of this course is developing intermediate-mid proficiency. *This course is held in the target language.*

**AP Spanish IV – (1 credit)****Prerequisite: Spanish III (highly recommend Spanish III Advanced)**

Spanish IV AP is designed to provide high school students with a learning experience equivalent to that of an upper-intermediate college course. Students will learn language structures in context and use them to convey meaning as well as explore Spanish culture in both contemporary and historical contexts. Students will be expected to demonstrate their knowledge of the target culture, incorporate interdisciplinary topics, make cultural comparisons, and actively communicate in a variety of settings and contexts. This course is held in the target language. Students are highly encouraged to take the Spanish Language and Culture Advanced Placement Exam for possible college credit at the conclusion of this course.

**AP Spanish V – (1 credit)****Prerequisite: Level IV AP**

Spanish V AP is designed to provide high school students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students will demonstrate proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) with special attention to critical reading and analytical writing. This course is held in the target language. Students are highly encouraged to take the Spanish Literature and Culture Advanced Placement Exam for possible college credit at the conclusion of this course.

**French I - (1 credit)****Prerequisite: none**

French I focuses on developing students' ability to communicate using the French language. The course is primarily taught in French in order to improve comprehension skills. Students are also expected to participate fully in French and use as little English as possible. As novice language learners, students will communicate using words, phrases, and simple sentences. Throughout the year students will participate in conversations on a variety of familiar topics such as their interests, family, school, and community. Assessments are aimed at determining students' ability to communicate with the language and are focused on listening, speaking, reading, and writing.

**French II - (1 credit)****Prerequisite: French I**

French II continues to develop students' ability to communicate using the French language. The course is primarily taught in French to help students continue to improve their listening and reading skills. Students are expected to communicate fully in French as well. Their communication will still consist mainly of familiar words, phrases and simple sentences. Students will be able to express their thoughts and opinions on a variety of topics. Assessments continue to focus on the communicative skills of listening, speaking, reading, and writing. This course prepares students for continued language learning in the French III Advanced course.

**French II Advanced - (1 credit)****Prerequisite: French I**

French II Advanced continues to develop students' ability to communicate using the French language. The course is primarily taught in French to help students continue to improve their listening and reading skills. Students are expected to communicate fully in French as well. Their communication will still consist mainly of familiar words, phrases and simple sentences. Students will be able to express their thoughts and opinions on a variety of topics. Assessments continue to focus on the communicative skills of listening, speaking, reading, and writing. This course prepares students for continued language learning in the French III Advanced course.

\*Note- This course is being phased out and is only available to students with graduation dates of 2024 or earlier. This course includes the same objectives and assessments as French II.

**French III – (1 credit)****Prerequisite: French II**

Students in French III will be able to express meaning in a variety of contexts and understand information from connected statements. Students are generally understood by people accustomed to dealing with language learners. Students will continue to acquire and discover the target language through speaking, listening, reading, and writing activities. This course allows the students to communicate in a target language environment at an intermediate level. *The teacher and the students will interact primarily in the target language.*

**French III Advanced – (1 credit)****Prerequisite: French II**

French III Advanced prepares students to take French IV AP. This course focuses on delivery of content through thematic units while expanding on relevant vocabulary and refining the accuracy of expression by knowing the components of language. This course begins to incorporate the 6 AP themes within the units of study and makes connections between the themes and real-world applications. The focus of this course is developing intermediate-mid proficiency. This course is held in the target language.

**AP French IV– (1 credit)****Prerequisite: French III**

French IV AP is designed to provide high school students with a learning experience equivalent to that of an introductory college course. Students will learn language structures in context and use them to convey meaning as well as explore French culture in both contemporary and historical contexts. Students will be expected to demonstrate their knowledge of the target culture, incorporate interdisciplinary topics, make cultural comparisons, and actively communicate in a variety of settings and contexts. This course is held in the target language. Students are highly encouraged to take the French Language and Culture Advanced Placement Exam for possible college credit at the conclusion of this course.

**Chinese I - (1 credit)****Prerequisite: none**

Chinese I is offered in an online format during the school day. Students will build a basic foundation of reading, listening, speaking, and writing in modern standard Mandarin Chinese. Students will be able to communicate within a variety of everyday contexts. Students will have the opportunity to interact with the Chinese culture through written dialogues and reading passages. *The majority of this course is conducted in the target language.* This course will be held at each campus. The offering of this course is subject to confirmed student enrollment

**Chinese II - (1 credit)****Prerequisite: Chinese I**

Chinese II is offered in an online format during the school day. Students will continue to build a basic foundation of reading, listening, speaking, and writing in modern standard Mandarin Chinese with an increased introduction of Chinese characters. Students will be able to communicate within a variety of everyday contexts as well as interact with the Chinese culture through an increased demand for textual literacy. *The majority of this course is conducted in the target language.* This course will be held at each campus. The offering of this course is subject to confirmed student enrollment.

**Chinese III Advanced - (1 credit)****Prerequisite: Chinese II**

Chinese III Advanced is offered in an online format during the school day. Students will further build upon the foundation of reading, listening, speaking, and writing in modern standard Mandarin Chinese. Class time is dedicated to increased focus on literacy in Chinese characters through authentic texts

and exercises that promote proficiency in Chinese. *The teacher and the students will interact in the target language.* This course will be held at each campus. The offering of this course is subject to confirmed student enrollment.

### **AP Chinese IV - (1 credit)**

#### **Prerequisite: Chinese III**

AP Chinese IV is offered in an online format during the school day. AP Chinese IV is designed to provide high school students with a learning experience equivalent to that of an introductory college course. Students will learn language structures in context and use them to convey meaning as well as explore Chinese culture in both contemporary and historical contexts. Students will be expected to demonstrate their knowledge of the target culture, incorporate interdisciplinary topics, make cultural comparisons, and actively communicate in a variety of settings and contexts. This course is held in the target language. Students are highly encouraged to take the Chinese Language and Culture Advanced Placement Exam for possible college credit at the conclusion of this course. This course will be held at each campus. The offering of this course is subject to confirmed student enrollment.

### **American Sign Language I - (1 credit)**

#### **Prerequisites: none**

ASL I introduces students to the language and culture of the Deaf. In this course, students will build their receptive and expressive communicative foundation. The focus of this course is developing a novice-mid proficiency. *This course is conducted in ASL (without voice) a significant amount of time. Due to a shortage of qualified teachers in this area, enrollment will be limited and this course may not be available at every campus.*

### **American Sign Language II - (1 credit)**

#### **Prerequisites: ASL I**

ASL II continues to introduce the language and culture of the Deaf. In this course, students continue to develop their expressive and receptive communicative abilities. Students will gain a deeper appreciation and understanding of American Deaf Culture. The focus of this course is developing a novice-high proficiency. *This course is conducted in ASL (without voice) a significant amount of time. Due to a shortage of qualified teachers in this area, enrollment will be limited and this course may not be available at every campus.*

## **Health and Physical Education Courses**

### **PE Credit**

#### **Physical Education Requirements**

- Uniforms may be required.
- Credit may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions.
- See your counselor for more detailed information on courses that qualify for PE credit

*Note: Students are required to have 1.0 credit of physical education to meet high school graduation requirements. Students will select 2 of the following courses to satisfy the PE requirement. The substitution activities of athletics, drill team, cheerleading, marching band, and color guard\* may be awarded one P.E. credit toward graduation that may satisfy the physical education credit requirement. (\*through participation in the extracurricular activity of marching band)*

### **PE Credit 1/2 credit**

The following 3 courses are each a semester in length and cannot be repeated for credit once successfully completed.

#### **Foundations of Personal Fitness - (1/2 credit)**

##### **Prerequisite: None**

This course motivates students to strive for lifetime personal fitness with an emphasis on the health-related components of physical education. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class.

#### **Aerobic Activity - (1/2 credit)**

##### **Prerequisite: None**

Students in Aerobic Fitness 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.

#### **Individual Sports/Team Sports - (1/2 credit)**

##### **Prerequisite: None**

Students in Individual Sports are exposed to a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable are a major objective of this course. Students in Team Sports develop health-related fitness and an appreciation for team work and fair play. A major objective of this course is incorporating physical activity into a lifestyle beyond high school.

### **PE Credit - 1.0**

The following 3 courses are each a year in length and once a student starts in the course, must complete the entire year in the same course for 1.0 credit.

#### **Partner's PE - (1 credit)**

##### **Prerequisite: Application**

Partner's PE can substitute for one of the other PE classes. Students are paired with physically challenged students in a physical education class and serve as helpers and mentors to their partner. An application is required.

#### **Adventure/Outdoor Education - (1 credit)**

##### **Prerequisite: none**

Students enrolled in adventure/outdoor education are expected to develop competency in Adventure/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. Adventure/Outdoor Education includes activities such as archery, backpacking, camping, hiking, fishing, orienteering, hunter education, and boater safety. This course includes field experiences aligned with these recreational pursuits. Knowledge of The National Parks Association, Endangered Species Information, Boating Safety and Hunting Safety are a part of the curriculum. This course will require student fees for the Hunter Education and Boater Certification portions of the courses through TPWD.

#### **Cheerleading - (1 credit)**

##### **Prerequisite: Audition Tryouts by Judges**

To enroll in this class, the student must have been selected a member of the freshman, JV, or Varsity team during spring try-outs; any student who makes the team is required to enroll in the course in order to participate in cheerleading activities for the 2020-2021 school year. During the fall semester students will work on flexibility, muscular strength and endurance, and technical skills training through

precision cheerleading in preparation for football games, pep rallies, and special performances. During the spring semester, students will continue to focus on first semester objectives in addition to preparing for the UIL Spirit Contest and spring try-outs. Some practice hours in addition to the school day may be required for membership. (Students will incur some expenses for summer camp, practice gear, supplies, etc.) Students will earn state-required PE credit for this year long class.

### **Health and Athletic Trainer Courses**

#### **Health Education - (1/2 credit)**

##### **Prerequisite: None**

Health Education allows students to develop skills that will make them health literate adults to promote individual, family, and community health. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health. Included in the health course is parenting and paternity awareness (p.a.p.a.), which addresses the rights, responsibilities, and realities of parenting.

#### **Student Athletic Trainer - (1 credit)**

##### **Prerequisite: Student Athletic Trainer Application**

Student athletic training is a full year class that involves hands-on experience on the field and in the athletic training room. This class is designed for students interested in fields such as athletic training, physical therapy, or medicine. This class will involve practice and game coverage, first aid and emergency care, and team travel. An application is required. In addition, all student athletic trainers must complete one year of the sports medicine class.

## Other Elective Courses

### **LeadWorthy I - (1/2 credit)**

#### **Prerequisite: None**

This is a one semester, Texas Education Agency approved, state elective for ninth through twelfth graders. LeadWorthy provides a leadership development curriculum designed to provide young people with essential life skills. It is a dynamic experience, which empowers teens to be the leaders of tomorrow through highly **interactive** activities conducted by a specially trained teacher. The class activities revolve around lessons in: goal setting, developing relationships, public speaking, positive self-concept, principle-centered decision-making, creative problem-solving, listening and affirming skills, actions of personal responsibility and conflict resolution skills.

### **LeadWorthy II - (1/2 credit)**

#### **Prerequisite: LeadWorthy I at the high school level and application**

LeadWorthy II is a highly interactive course that provides continued leadership development. A major focus will be on student-led service-based projects. Students will plan, organize and implement activities that can be done during the regular class time. These projects will be conducted throughout the semester at various organizations within the Frisco community. Through these service-based activities, students will be able to practice and apply the leadership skills that they have learned. **(Only juniors and seniors may take LeadWorthy I and II during the same school year.)**

### **Academic Decathlon - (1 credit)**

#### **Prerequisite: Application and instructor approval**

This course provides students with in-class preparation for the Academic Decathlon competition. Academic Decathlon is a nationwide competition that occurs in the spring semester. The course provides for a systematic preparation of each student for participation in the ten decathlon events: science, social studies, economics, mathematics, fine arts, language and literature, essay, interview, speech, and Super Quiz. Nine members of the class will be chosen in December to be a part of the competitive team. These nine will consist of three "A-average" students, three "B-average" students and three "C-average" students. The other members will either compete at the Octathlon level (only for freshmen and sophomores), or play a supportive role after that time. The course will be weighted on the 5.5 grade point scale. Students that take this course for three years will earn local credit for the third year, which is excluded from GPA calculation. *Students should be aware that the practice and competition schedules are very demanding and include summer practices and after school commitments.*

### **AVID I (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) - (1 credit)**

#### **Prerequisite: AVID in 8th grade or Application**

This course prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration and reading strategies in addition to note-taking and organizational skills that are necessary for academic success. AVID students must enroll in at least one Advanced, AP, or dual credit course in addition to the AVID elective class. Tutors are provided during the AVID class to support student success in all courses. *This course will satisfy the high school speech credit requirement.* This course will only be offered at Memorial HS and Frisco HS for the 2021-2022 school year.

### **AVID II (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) - (1 credit)**

#### **Prerequisite: AVID in 9th grade or Application**

This course prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration and reading strategies in addition to note-taking and organizational skills that are necessary for academic success. AVID students must enroll in at least one Advanced, AP, or dual credit course in addition to the AVID elective class. Tutors are provided during the AVID class to support student success in all courses. This course will satisfy the high school

speech credit requirement if AVID I was not taken. This course will only be offered at Memorial HS and Frisco HS for the 2021-2022 school year.

**Student Congress - (1 Credit)**

**10th – 12th grade**

**Prerequisite: Application for officers and student council members**

This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include, but are not limited to: decision making, problem solving, communication, leadership roles and civic responsibility. This course takes a hands-on lab oriented approach to leadership training by involving students in participatory leadership through activities and projects. Year one is a state credit and subsequent years are local credit.

**Peer Assistance & Leadership (PALS/Student Ambassadors) – (1 credit)**

**11th – 12th grade**

**Required: Student Leadership Application & Interview**

Peer Assistance and Leadership (PALS/Student Ambassadors) is designed for students to further develop and apply peer mentoring skills, communication skills and problem-solving techniques. PAL students will plan and facilitate leadership trainings, charity events, and community fundraisers. Students are selected through an application and interview process the prior school year.

**Sports Medicine - (1 credit)**

**10th - 12th grade**

**Prerequisite: Class Application**

Sports Medicine is a full year course and is designed for students interested in fields such as athletic training, physical therapy, or medicine. The course includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, First Aid/CPR, and emergency procedures. The course also offers practical experiences with local sports medicine specialist.

# Independent Study and Mentorship Program

## **Independent Study and Mentorship Program - (1 credit)**

**11th – 12th grade**

### **Prerequisite: Application Process**

Students focus their study on a topic or career of their choice. They develop a research portfolio that has a collection of resources including interviews and observations with people who work in their chosen topic or career field. Students work on original product design and development, research, time management, communication, goal setting for project completion, and presentation skills in this academically rigorous course. Students work with mentors at their place of business to gain “real world” experience. They will work with their mentor to create a product related to their topic. Students give progressively longer speech presentations and will give a formal presentation of their product and mentorship in May. For students interested in the health field: updated immunizations, current TB tests, a current flu vaccine, drug screen, background check, and HIPAA training are required. (Additional requirements may be necessary for certain clinics/hospitals). See the counseling office for more information.

## **Independent Study and Mentorship Program II - (1 credit)**

**12th grade**

### **Prerequisite: ISM I and Application Process**

Students continue their study on a topic or career of their choice. Students will either dig deeper into their ISM I career of study or may choose to research a second career. They will continue to hone skills in original product design and development, research, time management, communication, goal setting for project completion, and presentation skills in this academically rigorous course. Students work with mentors at their place of business to gain deeper understanding of their career path. They will work with their mentor to create a product related to their topic. Students give progressively longer speech presentations and will give a formal presentation of their product and mentorship in May. For students interested in the health field: updated immunizations, current TB tests, a current flu vaccine, drug screen, background check, and HIPAA training are required. Students are required to cover these costs. (Additional requirements may be necessary for certain clinics/hospitals). See the counseling office for more information.

## Competitive Sports Information

### FISD offers the following competitive sports:

Football	Boys Basketball	Baseball
Girls Volleyball	Girls Basketball	Softball
Tennis	Boys Soccer	Swimming & Diving
Golf	Girls Soccer	Cross Country
Track	Powerlifting	Wrestling

**IMPORTANT NOTE:** Students are allowed to sign up for any sport of their choosing. If the sports program has an athletic period, then the student must make the team in order to stay in the class. Athletic tryouts typically take place during the first few weeks of each semester. Those students who do not make the team will need to have a schedule change. *Underclassmen who do not make the team will likely be transferred to a physical education class. Other students will be given their choice of elective classes that are still OPEN.*

## Transition Courses

### General Employability Skills (1 credit)

9th - 12th grade

#### Prerequisite: ARD Committee Recommendation

General Employability Skills provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. The course includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

### Methodology for Academic and Personal Success

9th - 10th grade

#### Prerequisite: ARD Committee Recommendation

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals.

### Making Connections I (0.5 credits)

9th - 12th grade

#### Prerequisite: ARD Committee Recommendation

Making Connections I assist students who have challenges with pragmatic language or social skills. The course assists students in developing and understanding their disability and how it relates

to their social skill deficits. The course also assists students with developing and generalized appropriate and beneficial social skills to increase students' post-secondary outcomes.

### **Making Connections II (0.5 credits)**

**9th - 12th grade**

#### **Prerequisite: Making Connection I & ARD Committee Recommendation**

Making Connections II assist students who have challenges with pragmatic language or social skills. The course assist students with understanding true friendships. Making Connections II assists students to develop and maintain relationships. Students will compare and contrast the qualities of friendships, identify behaviors that make others appropriate friends to pursue, and roleplay and participate in natural opportunities of initiating conversation and sharing information with a peer regarding each other and the student's individual experiences or interests.

### **Making Connections III (0.5 credits)**

**9th - 12th grade**

#### **Prerequisite: Making Connection II & ARD Committee Recommendation**

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn how to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

### **Making Connections IV (0.5 credits)**

**9th - 12th grade**

#### **Prerequisite: Making Connection III & ARD Committee Recommendation**

Making Connections IV assists students with developing skills to effectively employ collaborative problem solving. Students will research how collaborative problem solving skills may impact an individual's education and employment success. Students will identify aspects of their own behavior and belief system which may need to be modified to successfully engage in collaborative problem solving and develop a plan to effectively employ collaborative problem solving strategies in various circumstances.

### **Occupational Preparation I (locally developed credit)**

**9th – 12th grade**

#### **Prerequisite: ARD Committee Recommendation**

Occupational Preparation I is a transition course designed to provide students with opportunities in career exploration, vocational interest experiences, and integrated career development activities based on post-secondary goals. This course involves career preparatory curriculum, programs, and activities that align with labor market trends and specific job requirements. With the guidance of school and community professionals, students will use a career planning process (i.e., assessments, evaluations, career portfolios, etc.) based on career goals, interests, and abilities.

### **Occupational Preparation II (locally developed credit)**

**10th – 12th grade**

#### **Prerequisite: Occupational Prep I / Committee Recommendation**

Occupational Preparation II is a transition course designed to provide students opportunities to organize and select career based experience based on their career interests, goals, and present skills. Students will have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training. Within the Occupational II Preparation course, students will participate in various on-the-job training experiences, including community service, specifically linked to school credit and/or program content. Students will demonstrate appropriate job-seeking and maintenance skills. Students must secure a minimum of ten hours per week of community based volunteer or paid employment.

### **Vocational Adjustment Class I (no credit assigned)**

**11th – 12th grade**

**Prerequisites: Connected to CTE Course or Vocational Course/ ARD Committee Recommendation, Minimum Age 16**

Vocational Adjustment Class I is a transition educational experience that provides students with meaningful school based and community based work experiences based on his/her individualized post-secondary vocational goals. The Vocational Adjustment Class I program targets student's future goal planning and adult world transitions. Students participate in quality work experiences that are offered to them prior to exiting school (i.e., apprenticeships, mentoring, paid and unpaid employment, service learning, school-based enterprises, on-the job training, and internships). Student must maintain a minimum of fifteen hours per week of paid or volunteer employment. Student must be enrolled in a CTE vocationally focused course or career prep course while participating in VAC.

### **Vocational Adjustment Class II (no credit assigned)**

**12th grade**

**Prerequisites: Connected to CTE Course or Vocational Course/ ARD Committee Recommendation, Minimum Age 16**

Vocational Adjustment Class II is an intensive vocational experience that provides preparatory activities that lead to student's acquisition of employability and technical skills, knowledge, and behaviors based on his/her individualized post-secondary vocational goals. Students will practice self-management and responsible decision-making that reflects appropriate work-based choices. Students will demonstrate independent advocacy, interpersonal, and vocational skills. Student is independent/interdependent at job site, maintaining appropriate time-management skills, behaviors, and communication skills. Students must secure a minimum of fifteen hours per week of competitive paid employment. Student must be enrolled in a CTE vocationally focused course or career prep course while participating in VAC.

### **18+ Transition Services (minimum age 18)**

**Prerequisites: High School Graduation Credit Completion / ARD Committee Recommendation**

Students are eligible for 18+ services if, as seniors in high school, they receive special education services and their ARD committee determine a need for continued support and transition services in order to meet goals and objectives related to a successful transition to his/her post-secondary goals. 18+ services provide individualized instructional activities based on person-centered planning and reflect transitional outcomes leading to the student's individualized post-secondary goals in the areas of education and training, independent living, and vocational skills. Student instruction is engaged within a variety of environments, including community based recreation and leisure, work sites, public transportation, and adult learning institutes. Instruction emphasizes skills in supporting communication, socialization personal management, vocational, personal care, safety, self-advocacy, interpersonal, and self-help.

Frisco ISD provides campus-based and community-based 18+ transition services for students aged 18-22 that best fit the needs of all students within the district. Campus based services are provided within centralized programs at the high school campuses. Community-based programs are provided in the Aspire program. The Aspire program encompasses five varying pods of services:

- **Connect:** Students in the Connect service program focuses primarily on sensorimotor learning within the classroom and community environment, the use of functional communication to obtain wants and needs, participation in basic personal care, and engagement in cause and effect connections. Connect students retain post-secondary goals including assisted living with full time assistance and/or care and pre-vocational skills focused on personal self-help care and in-home or supported tasks within a group home or day rehabilitation environment.
- **Embark:** Students in the Embark service program engage in curriculum targeted to pre-vocational skills, functional communication to articulate needs, wants, ideas, and thoughts, emotional and behavioral regulation, independent living skills and adult daily living abilities, and self-advocacy and self-determination. Embark students typically develop post-secondary goals in assisted living with pre-

vocational skills focused on in-home or supported tasks within a group home or day rehabilitation environment.

- **Elevate:** Students in the Elevate service program engage in targeted pre- vocational to vocational curriculum for basic work behaviors and skills, functional communication for community engagement, independent living skills and adult daily living abilities, and self- advocacy and self-determination. Elevate programming balances vocational training in integrated business sites with targeted skills training in independent adult daily living skills. Students involved in the Elevate program retain post-secondary goals in on-the-job training for competitive employment (through work-site training and community agency supports) and supported living in a variety of environments.
- **Launch:** Students in the Launch service program engages students in adult world related skills of social and behavioral skills, self-advocacy and self determination, and vocational skills focused on independent competitive employment. Students maintain fully integrated internships in community business sites throughout the school year, immersed in the world of work, learning from co- workers and supervisors, with support from job coaches trained to teach independence and self-reliance. Launch students retain post- secondary goals of on-the-job training for competitive employment and supported to independent living.
- **Bridge:** Students in the Bridge service program engage in self-advocacy and self-determination skills to complete goals of independent or interdependent adult living and/or pre-vocational to vocational post-secondary goals. Students accessing the Bridge program typically are within their final weeks to months of programming and have life-long supports within the community resources. Bridge is provided to “bridge” the final gap between public schooling and adult life directly from high school.

# Career & Technical Education Course Offerings

## PROGRAMS OF STUDY IN CTE



**Agriculture,  
Food &  
Natural  
Resources**

### Animal Science

Survey of Agriculture, Food & Natural Resources (9- 10)  
Wildlife, Fisheries & Ecology Management (9-10)  
Equine Science (10-12)\*  
Livestock Production (10-12)  
Small Animal Management(10-12)\*  
Veterinary Medical Applications(11-12)^  
Animal Science (12)^  
Practicum In Veterinary Medical Applications(12)^

### Floral Design/or Landscape

Floral Design I (10-12)  
Horticulture Science (10-12)  
Landscape Design & Management(10-12)\*  
Floral Design II (11-12) ^  
Greenhouse Operation & Production (11-12)^  
Plant & Soil Science (11-12)^

### Agriculture Mechanics

Ag Mechanics & Metal Technologies (9-12)  
Ag Structures Design & Fabrication (10-12)^  
Ag Equipment Design & Fabrication (11-12)^  
Introduction to Welding (11-12)^  
Practicum in Ag Structures & Equipment(12)^



**Architecture &  
Construction**

Architecture & Construction I (9-12)  
Architecture & Construction II (10-12)^  
Architectural Design I (11-12)^  
Architectural Design II (12)^  
Interior Design I (10-12)



**Arts, A/V  
Technology &  
Communications**

### Animation

3D Modeling & Animation (9-12)  
Web Technologies (10-12)^  
Animation I (10-12)^  
Animation II (11-12)^  
Practicum in Animation (12)^

### Audio/Video Production

Audio/Video Production I (9-12)  
Audio/Video Production II (10-12)^  
Practicum in News Production I (11-12)^  
Practicum in News Production II (12)^  
Practicum in Sports Broadcasting I ^ (11 - 12)  
Practicum in Sports Broadcasting II ^ (12)

### Graphic Design & Illustration

Digital Media (9-12)  
Web Technologies (10-12)^  
Graphic Design & Illustration I (10-12)^  
Graphic Design & Illustration II (11-12)^  
Practicum In Graphic Design & Illustration(12)^

### Fashion Design

Fashion Design I (10-12)  
Fashion Design II (11-12)^

\* is for one semester classes  
^ classes that require a prerequisite  
Shading is for any class that is double blocked



### Business Management & Administration

- Survey of Business, Marketing & Finance (9-12)
- Touch System Data Entry (9-12)\*
- Business Information Management I (9-12)
- Business Information Management II (10-12)^
- Business Law (10-12)
- Global Business (11-12)\*



### Government & Public Administration

- Survey of Government & Public Administration (9- 11)
- Court Systems & Practices(10-12)^
- Political Science (10-12)^
- Mock Trial (11-12)^
- Foreign Services & Diplomacy (11-12)^
- Practicum in Government (12)^
- Competitive Trial Advocacy (10-12)



### Education & Training

- Survey of Education & Training (9-12)
- Child Development (10-12)
- Child Guidance (11-12)^
- Education and Training (11-12)^
- Interpersonal Studies (9-12)\*
- Practicum in Child Guidance (12)^
- Practicum in Education and Training (12)^



### Health Science

- Medical Terminology (9-12)
- Anatomy & Physiology (10-12)^
- Health Science (10-12)^
- Health Science Clinical (11-12)^
- Future Ready Health Care (11-12)^
- Medical Microbiology (11-12)^
- Pathophysiology (11-12)^
- Pharmacy Technician (12)^
- Practicum in Health Science (12)^
- Rehabilitation Aide (11-12)^
- Medical Scribe (11-12)^



### Finance

- Banking & Financial Services (10-12)\*
- Dollars & Sense (10-12)\*
- Accounting I (10-12)
- Accounting II (11-12)^
- Money Matters (11-12)^
- Securities & Investment (12)^



### Hospitality & Tourism

- Survey of Hospitality & Tourism (9-12)
- Hotel Management (10-12)^
- Travel & Tourism Management(10-12)^
- Hospitality Services (11-12)^
- Practicum in Hospitality Services(12)^
- Intro to Culinary Arts (10-12)
- Culinary Arts I (11-12)^
- Culinary Arts II (12)^
- Baking and Pastry(12)^\*
- Food Science (12)^

\* is for one semester classes  
 ^ classes that require a prerequisite  
 Shading is for any class that is double blocked



### Human Services

Interpersonal Studies (9-12)\*  
Child Development (10-12)



### Manufacturing

\*See Agriculture Mechanics



### Information Technology

Survey of Information Technology (9-12)  
Computer Maintenance(9-12)^  
Cybersecurity (10-12)^  
Digital Media (9-12)  
Internetworking I (CISCO I) (10-12)^  
Internetworking II (CISCO 2 & 3) (11-12)^  
Computer Science I (9-12)^  
Computer Science I Advanced (9-12)^  
AP Computer Science Principles (9-12)  
AP Computer Science A (10-12)^  
Computer Science III Advanced (11-12)^  
Mobile Application Programming (11-12)^  
Video Game Programming I (10-12)^  
Video Game Programming II (11-12)^



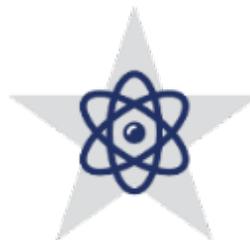
### Marketing

Survey of Business, Marketing & Finance (9-12)  
Social Media Marketing (9-12)\*  
Advertising (9-12)\*  
Introduction to Esports (9-12)  
Sports & Entertainment Marketing (10-12)\*  
Entrepreneurship (10-12)  
INCubatoredu (10-12)(CHS, FHS, HHS, LSHS)  
ACCELEratoredu (11-12)(CHS, FHS, HHS, LSHS)  
Fashion Marketing (9-12)\*  
Practicum in Marketing I (11-12)^  
Practicum in Marketing II (12)^  
Sports Management (12)^



### Law, Public Safety, Corrections & Security

Survey of Law, Public Safety, Corrections & Security (9-11)  
Law Enforcement I (10-12)^  
Law Enforcement II (11-12)^  
Forensic Science (12)^



### Science, Technology, Engineering & Mathematics

Introduction to Engineering Design (9-12)^  
Principles of Engineering (10-12)^  
Civil Engineering and Architecture (11-12)^  
Digital Electronics (11-12)^  
Aerospace Engineering (11-12)^  
Engineering Design & Development (12)^

\* is for one semester classes  
^ classes that require a prerequisite  
Shading is for any class that is double blocked

## Agriculture, Food & Natural Sciences

### Animal Science

#### **Survey of Agriculture, Food, and Natural Resources - (1 credit)**

**9th –10th grade**

**Prerequisite: None**

To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings in which this course specifically targets the four main sectors of agriculture; animal sciences, horticulture sciences, agriculture mechanics, and civic leadership. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, and best practices used in a variety of agricultural fields. Students will also have the option to join the FFA organization where they will develop leadership and communication skills as well as the opportunity to participate in the animal industry through livestock showing or career development events. Course will count toward fulfilling prerequisite for Veterinary Medical Applications and Advanced Animal Science.

#### **Wildlife, Fisheries, & Ecology Management - (1 credit)**

**9th –10th grade**

**Prerequisite: None**

This course examines the management of game and nongame wildlife species, fish, aquatic crops and their ecological principles as related to current agricultural practices. During the length of this course, students will examine the importance of wildlife and outdoor recreation while highlighting the use of scientific knowledge to study wildlife and natural resources. Also included in the course are sections covering boater education, angler education, and hunter education. Students are provided the opportunity to develop leadership skills through the FFA organization in events targeted to the interests of wildlife students. This course provides instruction and training necessary for the Texas Hunter Education and Boater Education Certifications. *Fee for certification may be required.*

#### **Small Animal Management - (1/2 credit)**

**10th –12th grade**

**Prerequisite: None**

This course is designed to develop knowledge and skills pertaining to the ownership, selection, reproduction, nutritional requirements, health and management, and breed identification of a variety of small animals common to the pet industry. This is a laboratory-oriented course that gives students hands-on experience in working with a variety of small animals that may include, but are not limited to dogs, cats, Guinea pigs, rabbits, other small mammals, as well as birds, reptiles and amphibians. It is highly recommended that students interested the Veterinary Medical Applications program take Small Animal Management. Students may also capitalize on the opportunity to join the FFA organization. Course will count toward fulfilling a prerequisite for Veterinary Medical Applications and Advanced Animal Science.

#### **Livestock Production - (1 credit)**

**10th - 12th grade**

**Prerequisite: None**

This course provides knowledge and skills related to animal systems, career opportunities, and industry expectations in livestock production. It provides the student with the opportunity to learn technical skills relating to the scientific and technological aspects of animal systems, anatomy and physiology, nutrition, reproduction, genetics, pests and diseases, business management and operation skills. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, sheep, goats, poultry and exotics. Students will have the opportunity to improve their leadership skills through the FFA organization. Course will count toward fulfilling a prerequisite for Veterinary Medical Application and Advanced Animal Science.

**Equine Science - (1/2 credit)****10th - 12th grade****Prerequisite: None**

This course is designed to introduce students to the many aspects of the horse industry. Students will learn the basics of horse care, breed standards, equine nutrition, accepted management practices, reproduction, equestrian events, and common training theories and techniques. Students will further develop their knowledge of careers in the equestrian field. Students will have the opportunity to improve their leadership skills through the FFA organization. Course will count toward fulfilling a prerequisite for Veterinary Medical Applications and Advanced Animal Science.

**Veterinary Medical Applications - (1 credit) (CTEC)****11th –12th grade****Prerequisite: 2 credits from any of the following courses-Survey of Agriculture, Food, and Natural Resources, Equine Science, Livestock Production, or Small Animal Management**

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. Students may also capitalize on the opportunity to join the FFA organization with events specifically tailored to students with an interest in Veterinary Medicine.

**Animal Science (1 credit, CTEC)****12th grade****Prerequisites: 2 of 4 credits - Equine Science, Livestock Production, Small Animal Management, or Wildlife, Fisheries & Ecology Management, Survey of Agriculture, Food and Natural Resources**

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. *This course may qualify as a science credit.*

**Practicum in Veterinary Medical Applications - (2 credits) (CTEC)****12<sup>th</sup> grade****Prerequisite: Veterinary Medical Applications, Program Qualification Form Required**

The practicum course is a double blocked, unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Veterinary Medical area of the Agriculture, Food, and Natural Resources cluster. Required prerequisite is Veterinary Medical Applications (Level 1). The practicum is designed to give students supervised practical application of knowledge and skills in the Veterinarian Medical Field. Practicum experiences occur in a Veterinarian Clinic under the supervision of a Licensed Veterinarian and their staff. To be prepared for careers in the Veterinary field, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics and science. After completion of this course, students will be able to take the Texas Veterinary Medical Association level 1 Certified Veterinarian Assistant test and become certified. Students must provide their own transportation to and from off-campus site.

## ***Floral Design / Landscape***

### **Floral Design I - (1 credit)**

**10th - 12th grade**

**Prerequisite: None**

This is an activity-based course structured to prepare students in the production of specialized floral designs, identify and classify plants and flowers, and use artistic elements of design to create personal floral arrangements. Students will develop knowledge and skills that enable them to understand the business practices used in the floral design industry as well as providing the opportunity for students to expand their leadership skills in the FFA organization. A materials fee is required for this course and successful completion of both semesters of this course may fulfill the fine arts credit required for graduation. This course provides the necessary training and instruction for students to participate in testing for the Texas State Florist's Certification. Materials fee may be required for this course. This course may count as a Fine Arts credit.

### **Horticultural Science - (1 credit) (CTEC)**

**10th - 12th grade**

**Prerequisite: None**

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Materials fee may be required for this course.

### **Landscape Design & Management - (1/2 credit) (CTEC)**

**10th - 12th grade**

**Prerequisite: None**

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of landscape and turfgrass management techniques and practices.

### **Floral Design II - (1 credit) (CTEC)**

**11th - 12th grade**

**Prerequisite: Floral Design I**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts. Materials fee may be required for this course.

### **Greenhouse Operation & Production - (1 credit) (CTEC)**

**11th - 12th grade**

#### **Prerequisite: Horticultural Science or Landscape Design & Management**

This class exposes students to practical application of growing plants in a controlled space for profit. We will learn industry standards and expectations of nursery and greenhouse growers. This course will prepare students to be successful in the horticulture, landscape, and nursery career fields, plant identification, growth, harvest and care, as well as greenhouse maintenance and manipulation will be the main focus of our curriculum.

### **Plant and Soil Science - (1 credit) (CTEC)**

**11th - 12th grade**

#### **Prerequisite: Horticultural Science or Landscape Design & Management**

This course provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. Materials fee may be required for this course. This course may qualify as a science credit.

### **Agriculture Mechanics**

### **Agricultural Mechanics & Metal Technologies - (1 credit)**

**9th - 12th grade**

#### **Prerequisite: None**

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies 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, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. This class does not involve automotive. Materials fee may be required for this course.

### **Agricultural Structures Design & Fabrication - (1 credit)**

**10th - 12th grade**

#### **Prerequisite: Agricultural Mechanics & Metal Technologies**

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. Materials fee may be required for this course.

### **Agricultural Equipment Design & Fabrication - (1 credit) (CTEC)**

**11th - 12th grade**

#### **Prerequisite: Agricultural Structures Design and Fabrication**

This Career and Technical course will give the student hands on opportunities to repair and maintain internal combustion engines, electrical, and hydraulic systems. Scientific, mathematical, economic, and technical principles are reinforced in this course, as are communication and critical thinking skills. Supervised agricultural experience SAE programs and FFA leadership activities are integral

components of the course and provide many opportunities for practical application of instructional competencies. Materials fee may be required for this course.

### **Introduction to Welding - (1 credit) (CTEC)**

**11th - 12th grade**

#### **Prerequisite: Agricultural Structures Design and Fabrication**

This Career and Technical course is for students interested in welding as a career. Training for employment with entry-level skills in welding trades will be emphasized. Oxy-fuel welding and cutting, plasma arc cutting, shielded metal arc welding, gas metal arc welding, flux cored arc welding, and gas tungsten arc welding will be covered. Hand and power tools, welding on various types of metals, reading blueprint welding symbols, metal characteristics, and equipment setup are other areas that students master. Safety, leadership, entrepreneurship, and career opportunities are included. Materials fee may be required for this course.

### **Practicum in Agricultural Structures & Equipment – (2 credits) (CTEC)**

**12th grade**

#### **Prerequisite: Agricultural Equipment Design & Fabrication or Introduction to Welding**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts. Materials fee may be required for this course.

## **Architecture & Construction**

### **Architecture and Construction I - (1 credit) (CTEC)**

**9th –12th grade**

#### **Prerequisite: None**

Architecture and Construction I provides an overview to the various career opportunities in the Building Industry. Students will gain foundational knowledge and skills to move on to Architecture and Construction II. Both digital and traditional forms of technical and non-technical drawing are taught in conjunction with basic design principles. Students will also learn about construction materials and methods and how to apply this knowledge in drafting. Architecture and Construction I introduces the students to basic principles of geometry and physics as applied to building construction. Students will be expected to utilize both creative “left-brained” thinking and analytical “right-brained” thinking for creative problem solving projects in this course. *This course can be used to satisfy the technology applications credit.*

### **Architecture and Construction II - (1 credit) (CTEC)**

**10th –12th grade**

#### **Prerequisite: Architecture and Construction I**

In Architecture and Construction II, students gain knowledge and skills that will help them on their way to a post-secondary education or career in Architecture and Construction. Students will learn how to develop preliminary concepts into finalized designs through traditional and digital mediums. Architectural design introduces students to state and local building codes, foundational design criteria, and construction techniques for the purpose of both residential and small commercial design while

also introducing more theoretical elements such as Architectural history and basic design theory. *Supplies fees required. This course can be used to satisfy the technology applications credit.*

### **Architectural Design I - (1 credit) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Architecture and Construction II**

In Architectural Design I, students are exposed to more complex building systems, construction techniques, and technologies. Students undergo daily peer reviews and are critiqued by building industry professionals at the end of each project promoting a collegiate level environment. The course also introduces advanced three dimensional modeling and construction detailing where more responsibility is placed on the student to undergo independent research. Higher level design theory is introduced as a vehicle for all student work. *Supplies fees required. This course can be used to satisfy the technology applications credit.*

### **Architectural Design II - (2 credits) (CTEC)**

**12th grade**

#### **Prerequisite: Architectural Design I, Program Qualification Form required**

Architectural Design II is the culmination of the students' prior three years of Architectural learning. Students are given the freedom to conceptualize, research, and design projects of their choosing while also creating weekly goals and deadlines for themselves. Aside from their final projects, students are introduced to the professional environment through internships at Architecture firms, guest speakers, interview techniques, college applications, ethics discussions, and portfolio design. Students are expected to provide transportation for themselves to and from internship sites. *Supplies fees required.*

### **Interior Design I - (1 credit)**

**10th –12th grade**

#### **Prerequisite: None**

Interior Design I is a technical course that addresses psychological, physiological and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, basic architecture, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry. *Materials fee may be required for this course.*

## **Arts, Audio/Video Technology & Communication**

### **Professional Communications (Speech) – (1/2 credit)**

**9th – 12th grade**

#### **Prerequisite: None**

Professional Communications (Speech) is designed to build and enhance student communication skills in both a social and professional context. These skills include nonverbal communication, listening, group communication, public speaking, and product development. Students in Professional Communications class will also learn the skills needed to be successful in the business world, such as resume writing, job interviewing protocol, and professional etiquette. Students will also develop an understanding of business structure and the process of product creation and design. This course provides practical application and hands-on experience, which aim to help students develop the necessary communication skills to be productive, successful, and positive contributors to our global society. *This course fulfills the speech requirement for graduation.*

### **Animation**

### **3D Modeling and Animation - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

In this first level course, students will explore the basic principles, concepts and methodologies of 3D animation. Students will create an original character for use with various projects including, but not limited to, drawings, a clay model, digital art, and many more. This character concept will be incorporated into their projects using the various software applications such as Adobe Photoshop and Autodesk Maya a 3D industry standard advanced software. Students will be expected to draw and will learn new drawing techniques. This course is project based, students must be self-motivated complete projects. *Materials fee may be required for this course. This course may qualify as a fine arts credit. This course can be used to satisfy the technology applications credit.*

### **Web Technologies - (1 credit)**

**10th –12th grade**

**Prerequisite: Digital Media or 3D Modeling & Animation**

Through the study of web technologies and design, students learn to make informed decisions regarding emerging technology and apply those decisions to the field of information technology. Students will be introduced to common Web Standards set forth by the World Wide Web Consortium. Topics include Hypertext Markup Language and Cascading Style Sheets. This course emphasizes the important role standards play in Website development. A working knowledge of the Adobe Photoshop is required for this course per the prerequisite. This course is project based, students must be self-motivated and willing to put in the time and effort necessary to complete projects. *This course can be used to satisfy the technology applications credit.*

### **Animation I - (2 credits) (CTEC)**

**10th –12th grade**

**Prerequisite: 3D Modeling and Animation, Art Recommended**

Animation is a continuation of the material learned in the 3D Modeling and Animation coursework and focuses on Maya, a 3D industry standard advanced software. Students taking this course should have a desire to learn storyboarding, 3D modeling, camera layout, and animation. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. *Materials fee may be required for this course.*

### **Animation II - (2 credits) (CTEC)**

**11th –12th grade**

**Prerequisite: Animation I**

Students will utilize skills learned in the prerequisite Animation course to further their knowledge in three dimensional animation techniques. The focus will be on creating several animation shorts over the course of a year. Students will enhance their skills in storyboarding, animating, sketching, digital painting, modeling and rigging to add to their portfolio. Software will include Adobe Flash, Adobe Photoshop, Final Cut Pro, and Autodesk Maya. *Materials fee may be required for this course.*

### **Practicum in Animation - (2 credits) (CTEC)**

**12th grade**

**Prerequisite: Animation II**

Students will utilize skills learned in the prerequisite Animation 2 course to further their knowledge in two and three dimensional animation techniques. This advanced level course focuses heavily on sketching and will delve deeper into pre-visualization artwork needed for creating characters, backgrounds, layouts and storyboards as well as creating animated shorts. In addition, students will begin working on video game animations in Maya. Software will include Adobe Flash, Adobe Photoshop, and Final Cut Pro. *Materials fee may be required for this course.*

## Audio & Video Production

### **Audio/Video Production I - (1 Credit)**

#### **9th-12th Grade**

#### **Prerequisite: None**

Students in Audio/Video Productions I will learn the principles of storytelling through audio and visual production technology. Students will explore industry-level concepts and skills to develop audio and visual products that are utilized across multiple media and film platforms. Professional grade equipment and software will be used to develop skills in composition and camera techniques, sequencing, continuity and editing. Students will create various media products with an emphasis on broadcast writing to contribute to student-led productions. Audio/Video Production I members are involved in every aspect of generating content and producing a studio-news broadcast. Course projects and assignments will require additional time outside of the instructional period. As a member of the program, students have an opportunity to compete in multiple competitions. A course materials fee of \$50 is required. *This course can be used to satisfy the technology applications credit.*

### **Audio/Video Production II - (1 credit)**

#### **10th- 12th Grade**

#### **Prerequisite: Audio/Video Production I**

As the second-level course of a four-tiered program, students will create and develop industry-level audio and video products to contribute to various broadcast productions. These products range from news packages, public service announcements, advertisements, entertainment segments and more. Students are expected to operate studio cameras, audio soundboards, lighting equipment and teleprompter systems. As a member of the Audio/Video Production program, students will also be expected to demonstrate directing and producing skills and serve as voice and on-camera talent. Students will create and build a professional portfolio to demonstrate mastery of skills and experience. In addition to content production, students will develop community partnerships to create advertising and marketing strategies that promote student-led productions. Course projects and assignments will require additional time outside of the instructional period. As a member of the program, students have an opportunity to compete in multiple competitions. *Teacher recommendation is required for this course and a \$50 course fee.*

### **Practicum in News Production I –(2 Credits-single blocked class with outside of school requirements)**

#### **11th-12th Grade**

#### **Prerequisite: Audio/Video Production II**

As the third-level in a four-tiered program, this course has a required lab component that serves as a second credit. Students enrolled in Practicum in Audio-Video Production, will create and develop industry-standard audio and video products to contribute to various campus, district and community publications. Students will focus on in-depth, impact pieces tailored to their campus, community and district. As an advanced member of the program, students are expected to operate studio cameras, audio soundboards, lighting equipment and teleprompter systems. Students will also be expected to demonstrate directing, producing skills, serve as on-camera talent and in a leadership capacity. Practicum members will engage in mentorship and recruitment within the campus and feeder schools. Students will also have an opportunity to enhance their portfolios and connect with industry professionals. Course projects and assignments will require additional time outside of the instructional period. Time spent outside of class will contribute to the mandatory lab component required for this

course . As a member of the program, students have an opportunity to compete in multiple competitions. *Teacher recommendation is required for this course and a \$50 course fee.*

### **Practicum in News Production II – (2 Credits-single blocked class with outside of school requirements)**

#### **12th Grade**

#### **Prerequisite: Practicum in News Production I**

As the fourth-level in the program, this course has a required lab component that serves as a second credit. Students will create and develop audio and visual productions in a concentrated area. Students will demonstrate advanced storytelling and production mastery. Practicum members will engage in mentorship and recruitment within the campus and feeder schools. Students will serve as campus ambassadors at a district level and collaborate with community leaders. They will also have an opportunity to enhance their portfolios and connect with industry professionals. As an advanced member of the program, students are expected to operate studio cameras, audio soundboards, lighting equipment and teleprompter systems. Practicum members will also be expected to demonstrate directing, producing skills, serve as on-camera talent and in a leadership capacity. Course projects and assignments will require additional time outside of the instructional period. Time spent outside of class will contribute to the mandatory lab component required for this course . As a member of the program, students have an opportunity to compete in multiple competitions. *Teacher recommendation is required for this course and a \$50 course fee.*

### **Practicum in Sports Broadcasting I - (2 Credits) (CTEC)**

#### **11th-12th Grade**

#### **Prerequisite: Audio/Video Production II**

Students enrolled in this course will demonstrate their knowledge gained from Sports Broadcasting and use it in a practical sports aspect in which they will produce, shoot, and report LIVE games from The Ford Center, Memorial Stadium, Toyota Stadium, and High School campuses according to the sport in season (i.e. Softball, Baseball, Basketball, Volleyball, etc.). All games and events will be streamed live on FriscoSDsports.com and the NFHS Network allowing a real-world experience in live broadcasting. Students will also produce packaged stories to show on the Frisco Sports Network. Students will serve as staff members for football venue video boards including but not limited to: cameras, replay systems, and live graphics. This course provides hands-on learning opportunities for students and serves as a primer for progression into Practicum in Sports Broadcasting II and eventually the live broadcasting industry..

### **Practicum in Sports Broadcasting II - (2 Credits) (CTEC)**

#### **12th Grade**

#### **Prerequisite: Practicum in Sports Broadcasting I**

Students will serve as directors and producers on the Frisco Sports Network for all live broadcasts events. Students enrolled in this course will demonstrate their knowledge gained from Practicum Sports Broadcast I and use it in a practical sports aspect in which they will direct, produce, and report LIVE games from The Ford Center, Memorial Stadium, Toyota Stadium, and High School campuses according to the sport in season (i.e. Softball, Baseball, Basketball, Volleyball, etc.). Students will serve as staff members for the Frisco Sports Network in roles including but not limited to: Play-by-Play, Color Commentary, Sideline Reporting, and Technical Directing. Students will also produce packaged stories to show on the Frisco Sports Network. This course provides hands-on learning opportunities for students and serves as a foundation for entry into the live broadcasting industry.

### **Graphic Design & Illustration**

**Digital Media - (1 credit)****9th –12th grade****Prerequisite: None**

Digital Media is a course designed to educate students on the emerging digital world as well as provide hands on experience with industry standard software. The knowledge and skills acquired will enable students to successfully design digital graphics, create basic 2D animations, introductory video and audio projects plus integrate it all together into a digital web portfolio. There is a concentration in printed graphic design as this course serves as prerequisite for Graphic Design and Illustration I. Students are expected to employ planning and time management skills to complete projects. *This course can be used to satisfy the technology applications credit.*

**Web Technologies - (1 credit)****10th –12th grade****Prerequisite: Digital Media, or 3D Modeling & Animation**

Through the study of web technologies and design, students learn to make informed decisions regarding emerging technology and apply those decisions to the field of information technology. Students will be introduced to common Web Standards set forth by the World Wide Web Consortium. Topics include Hypertext Markup Language and Cascading Style Sheets. This course emphasizes the important role standards play in Website development. A working knowledge of the Adobe Photoshop is required for this course per the prerequisite. This course is project based, students must be self-motivated and willing to put in the time and effort necessary to complete projects. *This course can be used to satisfy the technology applications credit.*

**Graphic Design and Illustration I - (2 credits) (CTEC)****10th –12th grade****Prerequisite: Digital Media**

In this course students will explore the creation of 2D computer graphics with an emphasis on the visual communication process, basic terminology and principles and elements of design. Industry standard software is utilized for creation of raster and vector based graphics. Through project-based learning, students will develop the knowledge and skills to produce projects such as posters, brochures, flyers and other various graphic design materials. The student is required to apply technical skills for efficiency and is expected to employ planning and time-management skills to complete work task. A basic working knowledge of Adobe Photoshop is required for this course per the prerequisite. Adobe Illustrator is introduced in this course. *Materials fee may be required for this course.*

**Graphic Design and Illustration II – (2 credits) (CTEC)****11th –12th grade****Prerequisite: Graphic Design and Illustration I**

The course expands on Graphic Design and Illustration including advanced skills in image editing and vector graphic software focusing on original creation and design of computer graphics for use as ornamentation, illustration, and advertising. Students are expected to interpret, evaluate and justify design decisions. Instruction is project-based and students will develop advanced technical skills needed for success in visual communication industries. Student designs must show original and inventive ideas while utilizing industry and market trends. Software focus continues in Adobe Photoshop with more focus using Adobe Illustrator. Adobe InDesign is introduced in the course. *Materials fee may be required for this course.*

**Practicum in Graphic Design and Illustration - (2 credits) (CTEC)****12th grade****Prerequisite: Graphic Design and Illustration II , Passing Score on the Adobe Certified Associate Exam in Visual Communications, Program Qualification Form & Portfolio Review Required**

This is the final course in the Graphic Design and Illustration pathway. Students will be expected to demonstrate & deliver a technical understanding of the graphic design industry with a focus on skill

proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities (field site). Additional focus will be placed on professional communication strategies and ethical decision making in regard to graphic design careers. Software focus is the Adobe Creative Design Suite – Photoshop, Illustrator and InDesign. *Materials fee may be required for this course. Students must provide their own transportation to and from the off-campus field site. Fingerprint and/or background check may be required based on field site.*

## **Fashion Design**

### **Fashion Design I - (1 credit)**

**10th –12th grade**

**Prerequisite: None**

This course will address careers in fashion that span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success, the course prepares individuals to understand the psychological aspects of clothing and textiles, and introduces the student to: basic clothing construction techniques, clothing care and maintenance, design principles, textile information, and clothing consumerism. Additionally, the students will be expected to develop an understanding of fashion and the textile and apparel industries. *Supplies and/or materials fee may be required for this course.*

### **Fashion Design II - (1 credit)**

**11th –12th grade**

**Prerequisite: Fashion Design I**

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production. *Supplies and/or materials fee required for this course.*

## **Business, Management & Administration**

### **Survey of Business, Marketing and Finance - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

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

### **Touch System Data Entry - (1/2 credit)**

**9th –12th grade**

**Prerequisite: None**

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

### **Business Information Management I - (1 credit)**

## **9th –12th grade**

### **Prerequisite: None**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society. Students apply technical skills to, improve keyboarding proficiency, create word-processing documents, develop spreadsheets, formulate databases, as well as create and animate electronic presentations using Microsoft Office software. These skills will assist students in making a successful transition to the postsecondary education and the workforce. *This course can be used to satisfy the technology applications credit.*

## **Business Information Management II - (1 credit) (CTEC)**

### **10th –12th grade**

### **Prerequisite: Business Information Management I**

Students apply advanced technical skills to create advanced word-processing documents, develop advanced spreadsheets, formulate advanced databases for use within corporate or small business inventory purposes, as well as create and animate advanced electronic presentations using Microsoft Office and Google software. Students will have the option to become certified as a Microsoft Office Specialist (*exam fee will apply*).

## **Business Law - (1 credit)**

### **10th –12th grade**

### **Prerequisite: None**

Students analyze the social responsibility of business and industry regarding issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

## **Global Business - (1/2 credit)**

### **11th –12th grade**

### **Prerequisite: None**

Students apply technical skills to address global business in applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

## **Education & Training**

### **Survey of Education and Training - (1 credit)**

### **9th –12th grade (Recommended 10th grade)**

### **Prerequisite: None**

Do you want to make a difference? What does it take to be an effective and dynamic educator in an ever-changing society? This course will explore opportunities in the educational clusters and provide students with experiences to develop the skills needed to be successful within the teaching profession. These experiences would include, but are not limited to, creating and presenting engaging lesson plans, learning strategies for best practices, classroom management, and developing tools for a teacher to meet the name and need of every student.

### **Child Development - (1 credit)**

### **10th –12th grade**

### **Prerequisite: None**

This technical laboratory course addresses parenting as well as the growth and development of children. Students will explore knowledge and skills related to parenting, relationships, family dynamics, child growth and development from prenatal through school-age children, equipping students with child

development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Child Guidance – (2 credits) (CTEC)**

#### **11th –12th grade**

#### **Prerequisite: Child Development, Program Qualification Form Required**

This laboratory course addresses the knowledge and skills related to early childhood growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. *Material fees required. A TB test and background check is required. Students must provide their own transportation to and from the off-campus field sites.*

### **Education and Training - (2 credits) (CTEC)**

#### **11th –12th grade**

#### **Prerequisite: Survey of Education & Training, Program Qualification Form Required**

#### **Recommended: Child Development**

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of school-aged child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary and middle school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. *Class fees required. Background check required. Students must provide their own transportation to and from the off-campus field sites.*

### **Interpersonal Studies - (1/2 credit)**

#### **9th –12th grade**

#### **Prerequisite: None**

This course examines how the relationships between individuals and family members can influence personality and quality of life. Students use knowledge and skills in family studies and human development to enhance and explore personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Practicum in Child Guidance – (2 credits) (CTEC)**

#### **12th grade**

#### **Prerequisite: Child Guidance, Program Qualification Form Required**

This practicum provides occupationally specific training and focuses on early childhood development and services. Content is designed to meet the occupational preparation needs and interests of students and based upon the knowledge and skills selected from two or more courses in a coherent sequence in the education & training cluster as well as the essential knowledge and skills for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Instruction is delivered through school-based laboratory training and is a non-paid, hands-on, work-based learning course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. *Materials fees required. A TB test*

and background check is required. Students must provide their own transportation to and from the off-campus field sites.

### **Practicum in Education and Training - (2 credits) (CTEC)**

**12th grade**

#### **Prerequisite: Education and Training, Program Qualification Form Required**

Practicum in Education and Training is a field-based internship that provides students background knowledge of the school-aged child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary and middle school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. *Class fees required. Background check required. Students must provide their own transportation to and from the off-campus field sites.*

## **Finance**

### **Banking and Financial Services - (1/2 credit)**

**10th –12th grade**

#### **Prerequisite: None**

Students develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

### **Dollars and Sense - (1/2 credit)**

**10th –12th grade**

#### **Prerequisite: None**

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

### **Accounting I - (1 credit)**

**10th –12th grade**

#### **Prerequisite: None**

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. *Materials fee may be required for this course.*

### **Accounting II – (1 credit) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Accounting I**

This course uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decisions makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and

receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis. *Materials fee may be required for this course.*

### **Money Matters - (1 credit)**

**11th –12th grade**

#### **Prerequisite: Banking and Financial Services, Dollars and Sense, or Accounting I**

Students will investigate money management from a personal financial perspective. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will examine various methods of achieving short-term and long-term financial goals through several means such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning. Students will gain insight of professional employability skills that are required by business and industry. By examining financial forecast students will demonstrate foundational knowledge that will require decision-making in their personal finances. *Materials fee may be required for this course.*

### **Securities and Investments – (1 credit) (CTEC)**

**12th grade**

#### **Prerequisite or Corequisite: Accounting II or Money Matters**

Students will understand the laws and regulations to manage business operations and transactions in the securities and investments industries. Students will discuss strategies for selecting investments and understand factors that must be considered when investing. Students will explore exams and certifications required to sell securities and other financial products as well as demonstrate an understanding of proper business etiquette. *Materials fee may be required for this course.*

## **Government & Public Administration**

### **Survey of Government and Public Administration - (1 credit) (CTEC)**

**9th –11th grade**

#### **Prerequisite: None**

This course provides the knowledge base for students who are interested in taking advanced government and legal studies courses at the CTE Center. Topics include: political philosophy, the structure of the U.S. Constitution, the state and federal judicial system (with an emphasis on the Supreme Court), constitutional case law, civil rights, criminal law, torts, consumer law, family law, public policy, political activism, and the role of media in law and politics.

### **Court Systems and Practices – (1 credit) (CTEC)**

**10th –12th grade**

#### **Prerequisite: Survey of Government and Public Administration**

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

### **Political Science – (1 credit) (CTEC)**

**10th –12th grade**

#### **Prerequisite: Survey of Government and Public Administration**

This course will familiarize the student with political and legal theory through the study of international governmental systems, as well as the United States court system; governmental systems; public policies; and political processes, systems, and behaviors.

### **Competitive Trial Advocacy - (1 credit) (CTEC)**

**10th - 12th grade**

#### **Prerequisite: WBL Qualification Form and Try-out Required for various competition**

Through the understanding of jurisprudence, students will gain knowledge of practicing both civil and criminal law. Areas of study include but are not limited to Procedural law, Tort law, Contract law,

Property law, Crimes against persons, and Crimes against property. Students will have the opportunity to experience both trial and appellate procedures. *Lab fee required.*

### **Mock Trial - (1 credit) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Political Science or Court Systems and Practices**

This course is designed to foster a better understanding of the civil and criminal trial process through simulation and the study of actual as well as fictitious crimes. Students will simulate every level or trial from opening/closing arguments, direct questioning, jury participation and sentencing. Repeat enrollment not permitted. Students are required to remain in the course for the full year due to course operations. *Lab fee required.*

### **Foreign Services and Diplomacy - (1 credit) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Political Science or Mock Trial**

Foreign Service and Diplomacy provides the opportunity for students to investigate how the United States works with or against foreign powers. The course includes law, history, America's relationships with other countries, diplomacy as a career, and international relations associated with the diplomatic environment.

### **Practicum in Government - (2 credits) (CTEC)**

**12th grade**

#### **Prerequisite: Mock Trial, Program Qualification Form Required**

The practicum course is an unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration cluster. Students concurrently learn advanced concepts of political science, criminal, and civil law in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, criminal and civil litigation, municipal planning, foreign service, revenue, taxation, and regulation. *Materials fee may be required for this course. Students must provide their own transportation to and from the off-campus field site. Fingerprint and/or background check may be required based on field site.*

## **Health Science**

### **Medical Terminology - (1 credit)**

**9th –12th grade**

#### **Prerequisite: None**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Anatomy & Physiology** - This course is taken at the home campus. See description under Science course offerings.

### **Health Science - (1 credit)**

**10th –12th grade**

#### **Prerequisite: Biology and Medical Terminology**

### **Collin College Articulated Credit – HPRS 1271**

This course is designed to provide students an overview of the therapeutic, diagnostic, health informatics, support services, biotechnology research, and development systems of the healthcare industry along with the requirements necessary to further their education to succeed in current or emerging healthcare profession. Through the instructional content aligned with challenging academic standards and relevant technical knowledge and skills, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and recognize that quality health care depends on the ability to collaborate well with others. *Materials fee may be required for this course, plus fee for certification.*

### **Health Science Clinical - (2 credits) (CTEC)**

**11th –12th grade**

**Prerequisite: Health Science AND Co/Prerequisite Anatomy & Physiology, Collin College Dual Credit Selection & Enrollment Required, American Heart Association Basic Life Support CPR certification**

**Collin College Dual Credit – (Fall semester only) – NURA 1301& NURA 1160 (This is a year-long class but weighted credit is only awarded during the Fall semester. Spring semester is a Regular high school weighted course.)** This course is designed to give students practical application of previously studied knowledge and skills. This course provides intensive classroom and clinical study of healthcare and patient care skills. The practicum is designed to give students supervised practical application of knowledge and skills in the medical field. Practicum experiences occur in various medical facilities under the supervision of medical professionals. Clinical settings for practicum experiences may vary from course to course. To be prepared for careers in the medical field, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics and science. During this course, students will take the Texas Nurse Aide certification exam and become Certified Nurse Aides (CNA). CNA testing timelines may vary from course to course. *Immunizations, TB tests, flu shot and drug screen are required. Materials fee ranging from \$125-\$150 required, plus fees for certification exams. Students must provide their own transportation to and from off-campus sites.*

### **Future Ready Health Care - (1 credit) (CTEC and Baylor Scott & White Frisco)**

**11th-12th grade**

**Prerequisite: Health Science AND Co/Prerequisite Anatomy & Physiology**

**Program Qualification Form Required**

*Seats are limited. Students must provide their own transportation to and from off-campus sites.*

This course is designed to expose students to the various careers associated with the medical profession within a hospital setting. Students will see how digital technologies are integrated into the traditional hospital setting. The course will challenge students to solve some of the complexities in what future health care may entail. Students will be exposed to emerging technologies such as 3D printing for surgeries, robotic process automation, virtual reality, biomedical testing/repair, prosthetics and artificial intelligence to improve the patient experience. Collaboration, the ability to think creatively and critically resulting in a culminating innovative project will be the crux of this course. Immunizations, TB tests, flu shot and drug screen are required.

### **Medical Microbiology - (1 credit) (CTEC)**

**11th-12th grade**

**Prerequisite: Biology, Chemistry, and Anatomy & Physiology**

Medical Microbiology is a college preparatory and laboratory-oriented course that will provide opportunities for the student to identify and culture microorganisms that are of interest in the medical field. The student will learn lab techniques for working safely with microorganisms and will investigate the physiological effects of various microorganisms on the human body. The course is intended to provide high school exposure to microbiology concepts for the students who are particularly interested in a health-related career track or for the students who are interested in the biological sciences. *Materials fee are required for this course. This course may qualify as a science credit.*

### **Pathophysiology - (1 credit) (CTEC)**

**11th-12th grade**

**Prerequisite: Biology, Chemistry, and Anatomy & Physiology**

Pathophysiology is a college preparatory and laboratory-oriented course that will provide opportunities for the student to study the nature of disease, its causes, and the various effects diseases have on the human body. The student will apply proper lab techniques to the study of healthy and diseased tissue and be able to recognize samples of each. The course is intended for the student who is particularly interested in a health-related career track or for the student who is interested in the biological sciences. *Materials fee may be required for this course. This course may qualify as a science credit.*

### **Pharmacy Technician - (2 credits) (Collin College)**

**11th-12th grade**

**Prerequisite: Medical Terminology & Health Science, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit – PHRA 1201, PHRA 1305, PHRA 1209, PHRA 1313, PHRA 1349, PHRA 1260**

This course will equip students with knowledge, technical skills, and work habits required for a Certified Pharmacy Technician. They will develop an understanding of pharmaceuticals and its impact on the healthcare industry. Students will be given Sterile Products (IV) training prior to completion of the course and are eligible to sit for the National Sterile Products (IV) Certification exam. In addition, students will have the opportunity to sit for the Pharmacy Technician Certification Exam (PTCE) once they successfully complete the course. Students will be required to participate in a clinical rotation with retail and hospital pharmacies. Immunization records, TB test, flu shot and two drug screens are required. Students must have a Social Security # to participate in this course. *Materials, testing, and certification fees are required. Students must provide their own transportation to and from off-campus sites.*

### **Practicum in Health Science (EKG & Phlebotomy) - (2 credits) (CTEC)**

**12th grade**

**Prerequisite: Health Science Clinical, CNA Certified, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit - DSAE 1340, HPRS 1160, PLAB 1323**

This dual credit Collin College course is a hospital/mentor specific course designed to give students opportunities for practical application of previously studied knowledge and skills relating to health care. Students are encouraged to find specific healthcare mentors in a clinical setting. Students continue development of clinical skills and study the Electrocardiogram Technician course and the curriculum for Phlebotomy Technician. We will then be ready for a Patient Care Technician (PCT) certification test. After attaining a PCT certification, the student will be qualified to do EKGs and to draw blood from patients and be a critical team member of hospitals. Therefore, this course prepares students for employment in hospitals or other health care settings under the supervision of registered nurses or physicians, with continued emphasis on the student's ability to reason, think critically, make decisions, solve problems, and communicate effectively. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions and understand the liability and accountability needed to safely perform within their scope of practice. Scrubs, Immunizations, TB tests, flu shot and drug screen are required. *Materials fee ranging from \$125- \$150*

*required, plus testing fees for certification exams. Students must provide their own transportation to and from off-campus sites.*

**Rehabilitation Aide - (2 credits) (Collin College)**

**11th - 12th grade**

**Prerequisite: Medical Terminology & Health Science, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit – HPRS 2232, PTHA 1409, PTHA 1413, PTHA 1160**

This course is for anyone interested in pursuing a career in physical therapy, occupational therapy, chiropractic, medicine, massage, personal training, and other related medical fields. This course offers in-depth education with hands-on experience in the rehabilitation field.

**Medical Scribe – (2 credits) (Online or Collin College)**

**11th - 12th grade**

**Prerequisite: Medical Terminology & Health Science, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit – HITT 1305, HPRS 2321, MDCA 1309, MDCA 1321**

A medical scribe works in a healthcare facility, helping to improve accuracy and efficiency in the recording of a patients' medical history. They do this through documenting the physician-patient interaction, taking notes during patient interviews, entering information into the Electronic Medical Record, and writing notes that the physician has dictated. The goal is to ensure that the doctor can focus on the treatment of the patient, rather than on clerical work.

## **Hospitality and Tourism**

**Survey of Hospitality and Tourism - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Hotel Management - (1 credit) (CTEC)**

**10th –12th grade**

**Prerequisite or Co-requisite: Survey of Hospitality and Tourism**

Students will study the lodging industry including hotels and resorts and will gain insight into different departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. Students will learn about the daily operations of a well-managed hotel. Hotel Management students will plan and design their own hotel collaborating with other CTEC classes. Students will have the opportunity to earn nationally recognized industry certification(s). Students are encouraged to participate in DECA at the CTE Center and/or home-campus.

**Travel and Tourism Management - (1 credit)**

**10th –12th grade**

**Prerequisite: Survey of Hospitality and Tourism**

This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included

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

### **Hospitality Services - (2 credits) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Hotel Management, Travel & Tourism Management or Introduction to Culinary Arts**

Hospitality Services provides students the opportunity to learn more about careers in the hospitality industry including hotels, restaurants, and hospitality venues. In addition to classroom instruction, students will gain real-world experience by job shadowing during the year at a local hotel. Students will learn first-hand about the operations of a hotel by working with hotel professionals in the following departments: front desk, food & beverage, maintenance, housekeeping and accounting. Hospitality Services students will have the opportunity to earn nationally recognized industry certification(s). This course will focus on employability skills, communications skills and professionalism. Students are encouraged to participate in DECA at the CTE Center and/or home-campus. *Students must provide their own transportation to and from field sites.*

### **Practicum in Hospitality Services - (2 Credits) (CTEC)**

**12th grade**

#### **Prerequisite: Hospitality Services**

Practicum in Hospitality Services is the 2nd year program for students interested in a hospitality industry internship. The course allows opportunities for students to learn through both classroom instruction and interning at a local hotel or other hospitality-related business. Students will develop employability skills, job-specific skills related to individual training plan, communication skills, and career portfolio development. The goal of the program is to prepare hospitality students with a variety of skills for a fast-paced workplace as well as prepare students for post-secondary and career success. Students will have the opportunity to participate in DECA at the CTE Center and/or home-campus. *Students must provide their own transportation to and from field sites.*

### **Introduction to Culinary Arts - (1 credit)**

**10th –12th grade**

#### **Prerequisite: None**

During this full year course, students will pursue a Texas Food Handlers food safety certification. This course is also designed to introduce students to the methods and concepts of food preparation. Laboratory practice will parallel class work. Also, included in this course are the different aspects of the restaurant setting, including both front and back of the house. Students will have the opportunity to participate in related career and technical organizations & educational study trips as well as explore career opportunities and pathways in the Hospitality & Tourism Program of Study. *Testing and materials fee is required for this course.*

### **Culinary Arts I - (2 credits) (CTEC)**

**11th –12th grade**

#### **Prerequisite: Introduction to Culinary Arts, ServSafe Managers or Foodhandlers Certification, Program Qualification Form Required**

Texas Food Handlers and/or ServSafe Managers Certification is REQUIRED. Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. This course offers direct hands-on experience and instruction in Back of House, restaurant operations, as well as catering opportunities. Students must be able to stand for long periods of time, as well as pick up/lift 10 pounds. Students need to grasp

Algebra. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. *Materials fee is required for this course. The one-year e-Foodhandlers certification will not be permissible to enter this class.*

### **Food Science - (1 credit)**

**12th grade**

#### **Prerequisite: Biology and Chemistry**

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. This is a course designed to help students understand and integrate the knowledge, skills and practices of the Food Science industry through the application of the biochemistry of food and nutrition. *Materials fee may be required for this course. This course may qualify as a science credit.*

### **Culinary Arts II - (2 credits) (CTEC) NO LONGER DUAL CREDIT**

**12th grade**

#### **Prerequisite: Culinary Arts I, Current ServSafe Managers or Foodhandlers Certification, Program Qualification Form Required, Texas Food Handlers and/or ServSafe Managers Certification is REQUIRED.**

This course is a unique advanced culinary arts that provides hands-on opportunities for students to participate in a real commercial kitchen setting. Culinary Arts II integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Advanced Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success. This course offers hands-on experience and instruction in both Front of the House and Back of the House, restaurant operations, as well as catering opportunities. Students must be able to stand for long periods of time, as well as pick up/lift 10 pounds. Students need to grasp Algebra. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Baking and Pastry - (1 credit) (CTEC) (one semester course)**

**12th grade**

#### **Prerequisite: Culinary Arts with a 80% or higher average, Program Qualification Form Required Collin College Dual Credit Enrollment Required Collin College Dual Credit – PSTR 1301**

This course covers the basic theory and skill sets used throughout the field of baking and pastry. Topics covered include the use of hand tools and large equipment found in a bakeshop, as well as the exploration of baking and pastry ingredients and their functions. Students will gain a working knowledge of the major methods such as creaming, blending, foaming, piping, meringues, cut-in, straight dough, quick breads, yeast breads, custards, frozen desserts, cake decorating, and sauces. Students will also be introduced to advanced cake assembly, laminated doughs, chocolate work, plating, and specialty showpieces. Students will also taste and evaluate products they create in class to enhance their understanding of the course material. *Course fee is required by Collin College.*

## **Human Services**

### **Interpersonal Studies - (1/2 credit)**

**9th –12th grade**

**Prerequisite: None**

This course examines how the relationships between individuals and family members can influence personality and quality of life. Students use knowledge and skills in family studies and human development to enhance and explore personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Child Development - (1 credit)**

**10th –12th grade**

**Prerequisite: None**

This technical laboratory course addresses parenting as well as the growth and development of children. Students will explore knowledge and skills related to parenting, relationships, family dynamics, child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## **Information Technology**

### **Survey of Information Technology – (1 credit)**

**9th –12th grade**

**Prerequisite: None**

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

### **Computer Maintenance - (1 credit)**

**9th –12th grade**

**Prerequisite: Algebra I**

**Collin College Articulated Credit – CPMT 1305**

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad-level components related to the installation, diagnosis, service, and repair of computer systems. The computer maintenance curriculum offers a hands-on, career-oriented learning experience with an emphasis on practical activities to help students develop fundamental computer and career skills. Computer Maintenance helps students prepare for entry level career opportunities and the Comp TIA A+ Certification, which helps students to differentiate themselves in the marketplace and advance their careers." *This course may qualify as a technology applications credit.*

### **Cybersecurity - (1 credit) (CTEC)**

**10th - 12th grade**

**Prerequisites: 10<sup>th</sup> grader and completed one year of one of the following: Computer Science, Computer Maintenance, or Internetworking I**

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity

education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyber-attacks, common vulnerabilities, and the emergence of cyber terrorism.

### **Digital Media - (1 credit)**

**9th –12th grade**

**Prerequisite: None**

Digital Media is a course designed to educate students on the emerging digital world as well as provide hands on experience with industry standard software. The knowledge and skills acquired will enable students to successfully design digital graphics, create basic 2D animations, introductory video and audio projects plus integrate it all together into a digital web portfolio. There is a concentration in printed graphic design as this course serves as prerequisite for Graphic Design and Illustration I. Students are expected to employ planning and time management skills to complete projects. *This course can be used to satisfy the technology applications credit.*

### **Internetworking I (CISCO 1) - (1 credit) (CTEC) 10th –12th grade**

**Prerequisite: Computer Maintenance is Recommended**

**Collin College Articulated Credit - ITCC 1314 (CCNA 1)**

This course will provide the students with basic networking terminology and models, CISCO software commands, and configuration of routing protocols and IPv4 and IPv6 addresses. This is the first year of a two-year program. This class cannot be used as the required technology applications credit.

### **Internetworking II (CISCO 2 and 3) - (1 credit) (CTEC) 11th- 12th grade**

**Prerequisite: Internet Working I (full year), passing score on CISCO 1 exams**

**Collin College Dual Credit - ITCC 1344 (CCNA 2) and ITCC 2320 (CCNA 3)**

Course will provide the students with the knowledge of how to configure CISCO routers and switches and setup LAN/WAN networks. This is the second year of a two-year program. After the second semester of this class, the students will be prepared to take the CISCO Certified Network Associate (CCNA) exam. This class cannot be used as the required technology applications credit.

### **Computer Science - (1 credit)**

**9th –12th grade**

**Prerequisite: Algebra I**

This is a beginner's level approach to computer programming using the Java language. No previous knowledge of programming is necessary. Students will develop and apply algorithms to solve real-world problems. Programming concepts will be taught using structured programming techniques such as data types, program input/output, if statements, loops, arrays, and lists. Object-oriented programming will also be introduced. Other topics include debugging, hardware components, and social implications of computer systems. Upon completion of this course, the student will have created software programs using computer science programming concepts. *This course can be used to satisfy the technology applications credit.*

### **Computer Science I Advanced - (1 credit)**

**9th –12th grade**

**Prerequisite: Algebra I**

This course covers the same topics as on-level Computer Science but in greater depth and rigor. No previous knowledge of programming is necessary; however, students need excellent reasoning abilities and problem solving skills. Object-oriented concepts will receive more emphasis. This course is designed as a preparation for programming at the college level. *This course can be used to satisfy the technology applications credit.*

### **AP Computer Science Principles - (1 credit)**

**9th - 12th Grade**

**Prerequisite: Algebra I**

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer solutions as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. Unlike AP Computer Science A, which is taught in Java, the AP Computer Science Principles course does not have a designated programming language. This is an introductory course; however, students interested in higher level computer science courses should review our course pathway that begins with Computer Science, followed by AP Computer Science A. *This course can be used to satisfy the technology applications credit.*

### **AP Computer Science A - (2 credits)**

**10th –12th grade**

**Prerequisite: Computer Science I Advanced or Computer Science**

This course continues the study of computer programming using the Java language. Object oriented programming and class design will be studied in depth. Topics include 2D arrays, searching and sorting algorithms, and recursion. Social and ethical ramifications of computer in society will also be addressed. Programming assignments will, in general, be more extensive, and include the use of case studies. This course is intended for students who want to pursue careers in computer science, mathematics, engineering, or science. This college level course prepares students for the AP Computer Science A Exam. This course qualifies as a math credit in the first semester and a world language credit in the second semester. This is a single blocked course. *This course can be used to satisfy the technology applications credit.*

### **Computer Science III Advanced - (1 credit)**

**11th –12th grade**

**Prerequisite: AP Computer Science A**

This course continues the study of computer programming using Java. Students must have mastered the topics in AP Computer Science A. This mastery is needed because this course is a study of classic data structures including linked lists, stacks, queues, trees, heaps, priority queues, and their application to algorithms such as quick-sort and heap-sort. Students will also be introduced to graph theory and extend their knowledge of recursive algorithms. Other topics may be included, such as advanced GUI techniques, multi-threaded programs, networked applications, and number theory. Students in this course will receive the same weighted GPA as all AP Courses. *This course can be used to satisfy the technology applications credit.*

### **Mobile Application Programming - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: AP Computer Science A, Computer Science I Advanced, or Computer Science**

Students are strongly recommended to complete AP Computer Science A before attempting this advanced course. We will apply previously learned object-oriented programming techniques and rules of inheritance (super/sub classes, abstract classes, and interfaces) to Apple's iOS API's. Because of the dynamic nature of development for mobile devices, students will need to be independent learners; most apps will require significant research to complete, and students will work independently for most of the year. Significant group projects will expose students to the challenges of working in teams and develop project management & interpersonal skills. Students will code in the Swift programming language using the Xcode IDE, building apps for devices such as iPhone, iPod Touch, and iPad. Additionally, students will analyze the responsibility of software professionals regarding issues of the environment, ethics, health, safety, and diversity in society and in the workplace.

### **Video Game Programming I - (1 credit) (CTEC)**

**10th –12th grade**

**Prerequisite: Computer Science, Computer Science I Advanced, or AP Computer Science A**

This is a rigorous introduction to video game programming. Students must have mastered the topics previously covered in Computer Science. Students will extend their knowledge and skill in programming through the study of game topics including: game state and the game loop, basic display and interaction of on-screen objects, object-oriented programming concepts, user interface design, and 2D game techniques. Students will program using the C# language; development environments may include Visual Studio, XNA, MonoGame, and Unity. Our primary game platform will be the PC; some students may program for other platforms. Significant group projects will expose students to the challenges of working in teams and develop project management & interpersonal skills.

### **Video Game Programming II - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: Video Game Programming**

This course continues the study of video game programming. Using languages such as C# and C++, and advanced game engines such as Unity and Unreal, students will be introduced to 3D game development. Topics will include: object-oriented programming; program architecture; integrating code, art assets, and level/scene design into a complete game. During the spring semester, students will form a studio team with Animation students to develop a video game. This major project will expose students to the challenges of working in interdisciplinary teams and develop project management & interpersonal skills.

## **Law, Public Safety, Corrections & Security**

### **Survey of Law, Public Safety, Corrections, and Security - (1 credit) (CTEC)**

**9th –11th grade**

**Prerequisite: None**

This course introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security and corrections. *Fee for CPR certification may be required.*

### **Law Enforcement I - (1 credit) (CTEC)**

**10th –12th grade**

**Prerequisite: Survey of Law, Public Safety, Corrections & Security**

Law Enforcement I is an overview of the history, organization, and functions of local, state and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology and the classification and elements of crime.

### **Law Enforcement II - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: Law Enforcement I**

Law Enforcement II is designed to provide the students the knowledge and skills necessary for a career in Law Enforcement. The course includes the ethical and legal responsibilities of law enforcement personnel, operation of police and emergency telecommunicator equipment and courtroom testimony. Students will take the knowledge learned in Law Enforcement I to a higher level. Students will apply knowledge and skills through hands-on, field based experiences using classroom projects and activities.

## **Forensic Science - (1 credit) (CTEC)**

### **12th grade**

#### **Prerequisite: Law Enforcement I, Biology & Chemistry**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects and career options for forensic science. *This course may qualify as a science credit.*

## **Manufacturing**

### **Introduction to Welding - (1 credit) (CTEC)**

#### **11th - 12th grade**

#### **Prerequisite: Agricultural Structures Design and Fabrication**

This Career and Technical course is for students interested in welding as a career. Training for employment with entry-level skills in welding trades will be emphasized. Oxy-fuel welding and cutting, plasma arc cutting, shielded metal arc welding, gas metal arc welding, flux cored arc welding, and gas tungsten arc welding will be covered. Hand and power tools, welding on various types of metals, reading blueprint welding symbols, metal characteristics, and equipment setup are other areas that students master. Safety, leadership, entrepreneurship, and career opportunities are included. *Materials fee may be required for this course.*

## **Marketing, Sales & Services**

### **Survey of Business, Marketing and Finance - (1 credit)**

#### **9th –12th grade**

#### **Prerequisite: None**

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

### **Social Media Marketing - (1/2 credit)**

#### **9th –12th grade**

#### **Prerequisite: None**

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. The curriculum will present embedded DECA principles and project-based learning that will give the students the opportunity to apply newly acquired marketing skills in real world situations.

### **Advertising - (1/2 credit)**

#### **9th –12th grade**

#### **Prerequisite: None**

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

digital media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge. The curriculum will present embedded DECA principles and project-based learning that will give the students the opportunity to apply newly acquired marketing skills in real world situations.

### **Introduction to Esports – (1 credit)**

**9<sup>th</sup> - 12<sup>th</sup> grade**

**Prerequisite: None**

Students will explore career pathway interests within the esports industry and will gain skills related to broadcasting, video game programming, social media marketing, entrepreneurship, and A/V production. The course will investigate topics related to health and wellness and the gaming culture. *This course can be used to satisfy the technology applications credit.*

### **Sports and Entertainment Marketing (1/2 credit)**

**10<sup>th</sup> –12<sup>th</sup> grade**

**Prerequisite: None**

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques. The curriculum will present embedded DECA principles and project-based learning that will give the students the opportunity to apply newly acquired marketing skills in real world situations.

### **Entrepreneurship - (1 credit)**

**10<sup>th</sup> –12<sup>th</sup> grade**

**Prerequisite: None**

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit. The curriculum will present embedded DECA principles and project-based learning that will give the students the opportunity to apply newly acquired marketing skills in real world situations.

### **INCubatoredu - (1 credit) - (only offered at Centennial, Frisco, Heritage, Lone Star)**

**10<sup>th</sup> –12<sup>th</sup> grade**

**Required: Program Qualification Form**

The Frisco ISD Business Incubator program uses the INCubatoredu curriculum and offers students an authentic entrepreneurship experience. Throughout the program, students ideate, develop and iterate their own product or service startup in an attempt to gain investment funds in a final shark-tank style pitch event. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. The primary focus of this course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

**ACCEratoredu - (1 credit) – (only offered at Centennial, Frisco, Heritage, Lone Star)**

**11th –12th grade**

**Prerequisite: INCubatoredu**

**Required: Program Qualification Form**

As a complement to the INCubatoredu course, ACCEratoredu fosters startup development to transition the business founded in INCubatoredu into a sustainable, functioning business. This includes growing customer pipeline and processing, submitting legal documents to become a recognized entity at the state and federal level, creating contracts or terms and agreements for customers, developing the typical operating systems for the business, and continuing to build, test, and iterate the product or service. Throughout the program, students work through three major areas of content: customer acquisition, business process, and product production. Students leave the course having gained traction in the marketplace to successfully launch their company.

**Fashion Marketing - (1/2 credit)**

**9th –12th grade**

**Prerequisite: None**

Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities. The curriculum will present embedded DECA principles and project-based learning that will give the students the opportunity to apply newly acquired marketing skills in real world situations. *Materials fee may be required for this course.*

**Practicum in Marketing I (Work-Based Learning) - (3 credits) (CTEC)**

**11th – 12th grade**

**Prerequisite: Program Qualification Form and Interview Required**

Students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid (job after school hours) career experience for students participating in a coherent sequence of career and technical courses in marketing education. The curriculum will present project-based learning activities that will give the students the opportunity to apply newly acquired marketing skills in real world situations. *Students must provide their own transportation to and from their off-campus employment.*

**Practicum in Marketing II (Work-Based Learning) - (3 credits) (CTEC)**

**12th grade**

**Prerequisite: Practicum in Marketing I, Program Qualification Form and Interview Required**

This course is designed to be the follow-up course to Practicum in Marketing I. Students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, customer-service, and management level skills. The practicum course is a paid (job after school hours) career experience for students participating in a coherent sequence of career and technical education courses in marketing education. The curriculum will present project-based learning activities that will give the students the opportunity to apply newly acquired marketing skills in real world situations. *Students must provide their own transportation to and from their off-campus employment.*

## **Sports Management - (2 Credits) (CTEC or Home Campus)**

**12th grade Collin College Articulated Credit – KINE 1336**

**Prerequisite: Sports & Entertainment Marketing AND at least one of the following courses:**

**Advertising, Social Media Marketing, Professional Communications or BIM.**

**Required: Program Qualification Form and Interview**

The Sports Management course is an Internship Program for second year Sports & Entertainment Marketing students who are serious about pursuing a career in sports and/or entertainment fields. Work experience will consist of an unpaid internship with one or more businesses over the course of the school year. Possible areas of work include but are not limited to: Ticket Sales, Customer Service, Facility and Event Operations, Social Media and Web Development, Public Relations and Communications, Athletic Training Center Operations, Recreational Sports and Marketing Sales and Service. In addition to the internship experience, time will also provide enrichment opportunities including guest speakers, class and virtual instruction, and on-site visits to venues in Frisco and the Dallas/Fort Worth area pertaining to sports and entertainment. Since students in this class will be functioning directly in a sports/entertainment environment, it is important that they have excellent communication, computer, reading and writing skills. DECA membership fee may be required for this course. Students must provide their own transportation to and from off-campus internship site.

## **Science, Technology, Engineering & Mathematics**

**“PLTW” – Project Lead the Way Courses:**

### **PLTW – Intro to Engineering Design - (1 credit) (CTEC)**

**9th –12th grade**

**Prerequisite: Full Algebra I credit (passing score on Algebra I EOC strongly recommended)**

Introduction to Engineering Design (IED) is a high school level course that is appropriate for any high school students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. In addition, students use Inventor, which is a state of the art 3D design software package from Autodesk, to help them design solutions to solve proposed problems. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. This course is a portion of the FISD Pre-Engineering Program that is associated with “Project Lead the Way” curriculum that can lead to university credit. Materials fee may be required for this course. *This course can be used to satisfy the technology applications credit.*

### **PLTW - Principles of Engineering - (1 credit) (CTEC)**

**10th –12th grade**

**Prerequisite: Full Introduction to Engineering Design credit**

Principles of Engineering (POE) is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing

processes that will help students learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change. This course is a portion of the FISD Pre-Engineering Program that is associated with “Project Lead the Way” curriculum that can lead to university credit. *Materials fee may be required for this course.*

### **PLTW - Civil Engineering & Architecture - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: Full Introduction to Engineering Design credit**

Civil Engineering and Architecture (CEA) is a course that is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students work in teams, exploring hands-on projects and activities to learn the characteristics of civil engineering and architecture. In addition, students use Revit, which is a state of the art 3D design software package from Autodesk, to help them design solutions to solve their major course project. This course is a portion of the FISD Pre-Engineering Program that is associated with “Project Lead the Way” curriculum that can lead to university credit. *Materials fee may be required for this course.*

### **PLTW - Digital Electronics - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: Full Principles of Engineering credit**

Digital Electronics (DE) is the study of electronic circuits that are used to process and control digital signals. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Students will analyze, design and build digital electronic circuits. This course is a portion of the FISD Pre-Engineering Program that is associated with “Project Lead the Way” curriculum that can lead to university credit. *Materials fee may be required for this course.*

### **PLTW - Aerospace Engineering - (1 credit) (CTEC)**

**11th –12th grade**

**Prerequisite: Full Principles of Engineering credit**

Aerospace Engineering ignites students’ learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot. This course is a portion of the FISD Pre-Engineering Program that is associated with “Project Lead the Way” curriculum that can lead to university credit. *Materials fee may be required for this course.*

### **PLTW - Engineering Design and Development - (1 credit) (CTEC)**

**12th grade**

**Prerequisite: Full Principles of Engineering credit and 3rd PLTW course credit or concurrently taking 3rd PLTW course**

Engineering Design and Development (EDD) is a research course that requires students to formulate the solution to an open-ended engineering question. With a community mentor and skills gained in their previous courses, students create written reports on their applications, defend the reports, and submit them to a panel of outside reviewers at the end of the school year. This course is a portion of the FISD

Pre-Engineering Program that is associated with “Project Lead the Way” curriculum. *Materials fee may be required for this course.*

## Dual Credit CTE through Collin College

**Collin College DUAL CREDIT Internetworking II/ CISCO II and III - (1 credit) (CTEC)  
11th or 12th grade**

**Prerequisite: Internet Working I (full year), passing score on CISCO I exam**

**Collin College Dual Credit Enrollment Required**

CISCO II and III will provide the students with the knowledge of how to configure CISCO routers and switches and setup LAN/WAN networks. This is the second year of a two-year program. After the second semester of this class, the students will be prepared to take the CISCO Certified Network Associate (CCNA) exam. This class cannot be used as the required technology applications credit

### Health Science Collin College Dual Credit Program

Students taking Collin College dual credit courses in health science will be required to meet all admission and program requirements from Collin College which may include a diagnostic test, CPR certification, personal interview, drug test, criminal history check.

**The following courses are included as part of the Fisd Health Science Clinical course AND may also be taken at the Collin College McKinney campus:**

**NURA 1301 Nurse Aide for Health Care**

**11th-12th grade**

**FISD Prerequisite: Health Science, Program Qualification Form Required, Collin College Dual Credit Enrollment Required**

**NURA 1160 Clinical-Nursing Aide and Patient Care Assistant**

**11<sup>th</sup>-12<sup>th</sup> grade**

**FISD Prerequisite: Health Science, Program Qualification Form Required, Collin College Dual Credit Enrollment Required**

**EMSP 1160 Clinical-Emergency Medical**

**12th grade**

**Technician (EMT Paramedic)-Basic**

**FISD Prerequisite: Health Science Clinical, Program Qualification Form Required, Collin College Dual Credit Enrollment Required**

**The following courses are included as part of the Fisd Electrocardiography course:**

**DSAE 1340 Diagnostic Electrocardiography**

**12th grade**

**FISD Prerequisite: Health Science Clinical, Program Qualification Form Required, Collin College Dual Credit Enrollment Required**

**HPRS 1160 Electrocardiography**

**12th grade**

**FISD Prerequisite: Health Science Clinical, Program Qualification Form Required, Collin College Dual Credit Enrollment Required**

These courses may assist students in achieving an Occupational Skills Award (OSA) at Collin College. Students must take the full sequence of courses to receive the award. FISD will add additional classes in the future that are included in the sequence of courses. See Collin College catalog for more information. Occupational Skills Awards (OSA) are nine to 14 credit hour awards that add to the student's marketability or make the student eligible for immediate employment. These awards are also designed as a stepping stone toward earning certificates or the Associate of Applied Science (AAS) degree..

MSAA – Emergency Medical Services Professions (EMT)

MSAA – Patient Care Technician

MSAA – Health Professions - Certified Nurse Assistant Track & Phlebotomy Track

MSAA – Electrocardiography

### **Rehabilitation Aide - (2 credits) (Collin College)**

**11th-12th grade**

**Prerequisite: Medical Terminology & Health Science, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit – HPRS 2232, PTHA 1409, PTHA 1413, PTHA 1160**

This course is for anyone interested in pursuing a career in physical therapy, occupational therapy, chiropractic, medicine, massage, personal training, and other related medical fields. This course offers in-depth education with hands-on experience in the rehabilitation field.

### **Medical Scribe – (2 credits) (Online or Collin College)**

**11th - 12th grade**

**Prerequisite: Medical Terminology & Health Science, Collin College Dual Credit Selection & Enrollment Required**

**Collin College Dual Credit – HITT 1305, HPRS 2321, MDCA 1309, MDCA 1321**

A medical scribe works in a healthcare facility, helping to improve accuracy and efficiency in the recording of a patients' medical history. They do this through documenting the physician-patient interaction, taking notes during patient interviews, entering information into the Electronic Medical Record, and writing notes that the physician has dictated. The goal is to ensure that the doctor can focus on the treatment of the patient, rather than on clerical work.

### **Health Science Online Concurrent Credit Courses (Collin College)**

These courses may contribute to a student's readiness for courses in the Health Science Pathway. Students taking online courses in health science will be required to meet all admission and program requirements from Collin College which may include a diagnostic test, CPR certification, personal interview, drug test, and/or criminal history check. These courses will receive Collin College credit only. The courses will not receive FISD credit.

#### **HITT 1305 Medical Terminology I (ONLINE)**

**11th –12th grade**

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties. 3 credit hours

#### **HITT 1345 Health Care Delivery Systems (ONLINE)**

**11th –12th grade**

Examination of delivery systems including organization, financing, accreditation, licensure, and regulatory agencies. This course covers alternative health care delivery systems. Lab required. 3 credit hours.

### **HITT 1353 Legal and Ethical Aspects of Health Information (ONLINE)**

#### **11th –12th grade**

Concepts of privacy, security, confidentiality, ethics, health care legislation, and regulations relating to the maintenance and use of health information. Prerequisite: HITT 1305. 3 credit hours.

### **HITT 2328 Introduction to Public Health (ONLINE)**

#### **11th –12th grade**

A survey of how health care and public health services are organized and delivered in the U.S. Covers public policy, relevant organizations and their interrelationships, professional roles, legal and regulatory issues, and payment systems. Includes health reform initiatives in the U.S. 3 credit hours.

### **HPRS 2232 Healthcare Communications (ONLINE)**

#### **11th –12th grade**

Methods of communication with clients, client support groups, healthcare professionals, and external agencies. 2 credit hours.

### **Collin Technical Campus Dual Credit Program**

The Collin Technical Campus offers students multiple paths to success in high-demand, high-wage career fields. Students taking these courses will be required to meet all admission and program requirements from Collin College. Students must provide their own transportation to and from the Collin Technical Campus.

#### **Frisco ISD Dual Credit Offerings:**

Biomedical Equipment Technology, 11th -12th grade, No prerequisite

Industrial Automation, 11th -12th grade, No prerequisite

Construction Management, 11th -12th grade, No prerequisite

Heating, Ventilation, and Air Conditioning (HVAC) , 11th -12th grade, No prerequisite

Automotive Technology, 11th -12th grade, No prerequisite

Collision Technology, 11th -12th grade, No prerequisite

#### **Collin College Dual Credit Electives**

### **EDUC 1300 – Education - Learning Framework – (1/2 credit)**

#### **Prerequisite: Meet eligibility requirements**

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g. learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. 3 credit hours. This course satisfies ½ elective credit toward high school graduation. Students who have taken high school Psychology may enroll in this dual credit course.

### **SOCI 1301 Introduction to Sociology – (1/2 credit)**

#### **Prerequisite: Meet eligibility requirements**

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

stratification, gender, race/ethnicity, and deviance. 3 credit hours. This course satisfies ½ elective credit toward high school graduation.

**ARTS 1301 – Art Appreciation (1/2 credit)**

**Prerequisite: Meet eligibility requirements**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical context.

3 credit hours. This course satisfies ½ elective credit toward high school graduation. Please note that it cannot be used to count toward the required 1 Fine Arts credit, as it is only ½ credit and has no required second-semester course pairing.

*Collin College Dual Credit CTE Courses are also available. [Click here for CTE Collin College dual credit course offerings.](#)*

# International Baccalaureate Diploma Programme at FHS

The following courses are available to students in the International Baccalaureate (IB) Diploma Programme at Frisco High School. Students are admitted into the IB Diploma Programme during their 8th grade year to attend Frisco HS starting in the 9th grade; however, the following courses start in the 11th grade year. The prerequisite criteria for all IB courses includes admissions into the IB Diploma Programme and approval from the IB Coordinator at Frisco HS. The majority of IB courses are taught over two years, and the standard level (SL) and higher level (HL) designations follow the IB curriculum for each IB course. Specific academic guidance for IB Diploma Programme students will be provided by the IB Coordinator.

## **IB Theory of Knowledge - (1 credit)**

### **11th – 12th grade**

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope, and limitations of knowledge and the process of knowing. The main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. The course engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. IB students will complete the first semester of TOK in the spring of 11th grade and the second semester of TOK in the fall of 12th grade.

## **IB Language and Literature HL - (2 credits)**

### **11th – 12th grade**

The IB Language and Literature HL course focuses on the complex and dynamic nature of language. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

## **IB Spanish SL - (2 credits)**

### **11th –12th grade**

Language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. As a continuation of introductory language courses, students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Students learn to communicate in the target language in familiar and unfamiliar contexts.

## **IB Spanish HL - (2 credits)**

### **11th –12th grade**

In addition to the SL course described above, the Spanish HL course expects students to develop a higher level of receptive, productive and interactive skills. The HL course will also include the study of two literary works originally written in the target language, and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual

understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

### **IB French SL - (2 credits)**

#### **11th –12th grade**

Language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. As a continuation of introductory language courses, students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Students learn to communicate in the target language in familiar and unfamiliar contexts.

### **IB History SL - (2 credits)**

#### **11th –12th grade**

The History SL course is a world history course based on a comparative and multi-perspective approach to history and involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives. US History TEKS will also be incorporated to prepare students for the US History graduation and EOC requirement.

### **IB History of the Americas HL - (2 credits)**

#### **11th –12th grade**

The History HL course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives. The HL special topic for in depth study is History of the Americas. US History TEKS will also be incorporated to prepare students for the US History graduation and EOC requirement.

### **IB Psychology SL - (2 credits)**

#### **11th - 12th grade**

The Psychology SL course is an introduction to three different approaches to understanding behavior: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. The psychology course will be taught in one year and will require additional class hours beyond the regularly scheduled class period.

### **IB Biology HL - (2 credits)**

#### **11th – 12th grade**

The Biology HL course will include opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The core components include: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, plant biology, genetics and evolution, and animal physiology. Students will design a collaborative project that explores the relationships between scientific

disciplines and addresses the environmental, social, and ethical implementations of science and technology.

### **IB Physics SL - (2 credits)**

#### **11th – 12th grade**

The Physics SL course will include opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The core components include: mechanics, thermal physics, waves, electricity and magnetism, circular motion, nuclear physics, and energy production. Students will design a collaborative project that explores the relationships between scientific disciplines and addresses the environmental, social, and ethical implementations of science and technology.

### **IB Physics HL - (2 credits)**

#### **11th – 12th grade**

The Physics HL course will include opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The core components include: mechanics, thermal physics, waves, electricity and magnetism, circular motion, nuclear physics, energy production, and higher level topics including a focus on engineering physics. Students will design a collaborative project that explores the relationships between scientific disciplines and addresses the environmental, social, and ethical implementations of science and technology.

### **IB Environmental Systems and Societies SL - (2 credits)**

#### **11th – 12th grade**

Environmental systems and societies (ESS) SL is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. The interdisciplinary nature of the DP course builds a broad skill set, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues to develop solutions at the personal, community, and global levels. The environmental course will be taught in one year and will require additional class hours beyond the regularly scheduled class period.

### **IB Mathematics: applications and interpretation SL - (2 credits)**

#### **11th – 12th grade**

The IB Mathematics: applications and interpretation SL course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. The course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling and includes an integrated approach to precalculus, statistics, and calculus topics with a greater emphasis on statistics. Students focus on the ability to solve real-world problems, construct and communicate solutions mathematically, and interpret the conclusions or generalizations.

### **IB Mathematics: analysis and approaches HL - (2 credits)**

#### **11th – 12th grade**

The IB DP Mathematics: analysis and approaches HL course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way and includes an integrated approach to precalculus, statistics, and calculus topics with a greater emphasis on calculus. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of real-world contexts. with a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments.

**IB Music SL - (2 credits)****11th – 12th grade**

The Music SL course is grounded in the knowledge, skills, and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed, and purposeful explorations of diverse musical forms, practices, and contexts. Students will take on the roles of performer, creator, and researcher with the aim to develop critical perspectives on their own music and the work of others. The music course will be taught in one year, and students must be co-enrolled in band, orchestra, or choir.

**IB Visual Arts SL - (2 credits)****11th – 12th grade**

The Visual Arts SL course encourages students to challenge their own creative and cultural expectations and boundaries and to develop analytical skills in problem-solving and divergent thinking, while also working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

**IB Visual Arts HL - (2 credits)****11th – 12th grade**

The Visual Arts HL course encourages students to challenge their own creative and cultural expectations and boundaries and to develop analytical skills in problem-solving and divergent thinking, while also working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Topics in the HL course mirror the SL course with a greater expectation of depth and complexity in student performance and assessment.

# Options for Speech and Technology Credit

## Speech Credit

The required speech credit may be earned through the following Frisco ISD courses:

- Professional Communications (Arts, Audio/Video Technology & Communication pathway)
- Collin College Dual Credit Introduction to Speech
- Debate I, II, or III (starting with class of 2021)
- Advanced Public Speaking; 4th year of Debate (starting with class of 2021)
- AP Seminar (starting with class of 2021) (See AP Capstone Program)
- Communication Applications (online/summer)
- AVID (AVID for high school credit)

## Technology Credit

The required technology credit may be earned through the following Frisco ISD courses:

- 3D Modeling & Animation (Digital Graphics & Animation)
- Architectural Design I
- Architecture & Construction I
- Audio/Video Production I
- Photojournalism
- Business Information Management I
- Computer Maintenance
- Computer Science I or Computer Science I Advanced
- AP Computer Science Principles
- AP Computer Science A
- Computer Science III Advanced
- Digital Media (Digital & Interactive Media)
- Journalism
- Newspaper
- Web Technologies
- Yearbook I; Advanced Journalism/Yearbook II-III
- PLTW - Intro to Engineering Design
- Architecture and Construction II
- Introduction to Esports