Sealy Independent School District

ACADEMIC PLANNING GUIDE

2026-2027

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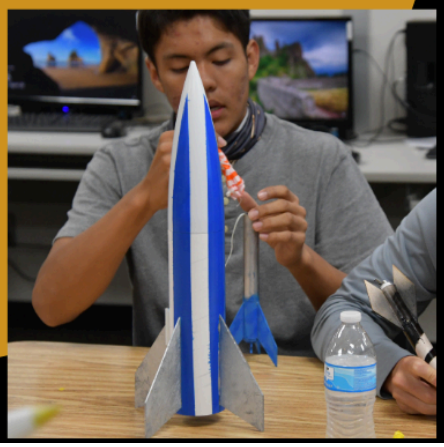
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ACADEMIC PLANNING GUIDE

Graduation Requirements. Secondary Program Options. Planning Guide for SISD Students Grades 6-12.

2026-2027

The SISD Academic Planning Guide for junior high school and high school students has been combined in order to give a broad view of the secondary programs SISD offers. The information provided in this publication is designed to assist students and parents in planning and making choices for students' high school careers. The most current academic planning guide can be found on the Sealy ISD website. Based on graduation requirements and preliminary post-high school plans, a personalized graduation plan is developed in a team effort by students, parents, and the school. It is important for parents and students to be aware that selection of academic courses at the junior high level can affect the sequence of options that are available to students at the high school level. Parents are highly encouraged to stay involved in the process of planning for students' futures. Further information can be obtained by contacting the appropriate counselor.

Sealy Junior High (979) 885-3292
Sealy High School (979) 885-3515

COMPLIANCE STATEMENT

The Sealy Independent School District shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary for proper and efficient administration). The Sealy Independent School District is an Equal Employment Opportunity/Affirmative Action employer.

It is the policy of Sealy Independent School District not to discriminate on the basis of race, color, national origin, sex or disability 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.

It is the policy of Sealy Independent School District not to discriminate on the basis of race, color, national origin, sex, disability,, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Sealy Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

FREE APPROPRIATE PUBLIC EDUCATION

The Sealy Independent School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. Sealy ISD provides a free, appropriate education consisting of regular or special education and related aids and services in CTE programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons. Inquiries regarding the non-discrimination policies can be directed to 939 Tiger Lane, Sealy, Texas 77474, telephone number (979) 885-3516.

ANNUAL PUBLIC NOTIFICATION OF NONDISCRIMINATION

Sealy Independent School District offers career and technical education programs in Business & Industry, Public Services, and STEM endorsement areas. Admission to these programs is based on enrollment and class availability.

It is the policy of Sealy Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups 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.

It is the policy of Sealy Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Sealy Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at HR@sealyisd.com, 979-885-3516, and/or the Section 504 Coordinator at spedservices@sealyisd.com, 979-885-3515.

CONTINUOUS NONDISRCIMINATION STATEMENT

Sealy ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Executive Director of Human Resources, 939 Tiger Lane, Sealy, TX 77474, 979-885-3516, HR@sealyisd.com

El distrito escolar de Sealy no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Director Ejecutivo de Recursos Humanos, 939 Tiger Lane, Sealy, TX 77474, 979-885-3516, HR@sealyisd.com.

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HOW TO USE THIS ACADEMIC PLANNING GUIDE

Planning Your Course of Study
Planning your course of study during junior high and high school is an important step in planning your future. The decisions you make, along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness.

The decisions you make now, regarding both your program of study and the activities in which you engage, will impact your options beyond high school. It is best to pursue a broad, well-rounded program of study that will prepare you for a variety of opportunities. Sealy ISD offers multiple programs designed to give our students a firm foundation for entering college, technical school, the workforce, or the military. As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your interests and needs.

The following pages contain information on secondary programs and graduation requirements. In this catalog, you will find the first section to include course options for junior high school students. The second section contains graduation programs, graduation requirements, and course options for high school students. The entire planning guide includes course descriptions, information on pre-requisites and grade level placement. The courses offered are based on student interest and staff availability and can vary from year to year.

You have many important decisions to make – take them seriously and make them count!

Junior High Students and Parents:

- ☐ Review Section I containing information on Junior High Courses available in SISD. Also familiarize yourself with the graduation programs and requirements indicated in Section II on pages 31-42.
- ☐ Study the content and requirements indicated in this planning guide to help determine the courses you would like selected for each year of your 6-8 grade academic career.
- ☐ Think about your future goals for high school and beyond. Consider the ways that junior high school students can earn high school credits.
- ☐ Make a final decision about the courses you plan to take for next year. Participate actively in the course selection processes facilitated by your campus counselor to indicate your requests for next year.

High School Students and Parents:

- ☐ Review the graduation programs and requirements in Section II on pages 31-42. Also familiarize yourself with the information provided regarding calculation of students' GPA on pages 45-46.
- ☐ Study the content and requirements indicated in this planning guide to help determine the courses you would like selected for each year of your 9-12 grade academic career.
- ☐ Think about your future goals and post-secondary plans.
- ☐ Make a final decision about the courses you plan to take for next year. Participate actively in the course selection processes facilitated by your campus counselor to indicate your requests for next year.

Please visit Texas OnCourse for more resources.

SECTION 1:
SEALY JUNIOR HIGH

JUNIOR HIGH SCHOOL

COURSES AVAILABLE FOR HIGH SCHOOL CREDIT

Sealy Junior High School offers various courses eligible for students to earn high school credit upon obtaining mastery/passing in the course for the semester and/or school year. Courses for which students receive high school credit are not included in the calculation of students' 9th-12th grade GPA. Courses offered at Sealy Junior High that are eligible for high school credit include:

- Principles of Applied Engineering\ (1.0 Credit)
- Principles of Construction (1.0 Credit)
- Touch System Data Entry (0.5 Credit)
- **DIGITAL DESIGN AND MEDIA PRODUCTION** (1.0 Credit)
- **COMMERCIAL PHOTOGRAPHY I (Yearbook)** (1.0 Credit)
- Foundations of Business Communications (1.0 Credit)
- Algebra I (1.0 Credit)
- Spanish I (1.0 Credit)
- Spanish 2 (1.0 Credit)
- Spanish 3 AE (1.0 Credit)
- Advanced Placement Spanish Language (1.0 Credit)
- Spanish for Spanish Speakers 1 & 2 (2.0 Credits)

GIFTED AND TALENTED

Identified gifted and talented students are served in their areas of strength in the AE classes in Reading Language Arts, Mathematics, Science, and Social Studies. Teachers of the AE courses have received the state-required gifted and talented training.

These advanced classes contain students who have been identified as GT as well as other high achieving students. All other students are mixed heterogeneously. The GT students are given assignments that require them to work alone, with others, or as a class.

Gifted and talented junior high school students will be expected to take AE courses whenever these courses are offered in the area that they have been identified as gifted.

Other options for secondary students include participation in UIL academic activities.

ACADEMIC EXCELLENCE (AE) COURSES

Academic Excellence (AE) courses help students acquire the skills and habits needed to be successful in college. Student participation in these college-readiness courses will improve writing skills, sharpen problem-solving abilities, and develop time management skills, discipline, and study habits. AE courses are characterized by an immersion in college-level content, an accelerated pace, and a performance assessment at the synthesis and evaluative levels.

Students enrolled in an AE course understand:

- that summer assignments must be completed by the due date. Failure to do so may result in removal from that course on the first day of school.
- that the course may seem challenging at first and initial grades may not reflect later grades.
- the level of commitment required for the course and accept the academic challenges.
- the importance of attending tutorials for additional support.

Entrance Guidelines for Junior High School AE Courses

The purpose of the AE entrance and exit guidelines is to provide placement information to facilitate student success in academically challenging courses. AE courses are designed to challenge motivated students and prepare them for success in college-level coursework taken during high school and thereafter. In order to assist in the placement decision, these entrance guidelines are intended to provide a profile of students who typically experience success in AE courses.

These guidelines are recommendations. Our policy is open enrollment in AE Courses.

- Prerequisite coursework is successfully completed.
- Current or previous performance in related content area course:
    - A semester average of 90 -100 in an academic course OR
    - A semester average of 80 or above in an AE course.
- 85th percentile or above on the most recent standardized achievement test or other district-identified testing measure.

Questions about course placement should be directed to the counselor.

Exit Guidelines for Junior High School AE Courses

Students petitioning to exit an AE course may do so only at the end of the first three weeks of that course. At the end of the first 6 weeks of the course students who have below a 75 average will be placed on probationary enrollment in the course and may be recommended for removal to an equivalent academic level course based on the teacher's recommendation. Students who are failing at the first nine week grade reporting period will be recommended for transfer into an equivalent academic course. Students who have failed an AE course for the semester will be transferred to an equivalent academic level class prior to the start of the second semester and parents will be informed of this change. Students who remain on probation with an average of below 75 may be recommended for removal to an equivalent academic class at the semester transition based on the teacher's recommendation. If the request for removal is approved, schedule changes will be subject to course availability. The student's grade will be transferred as it exists on the date the schedule change is made.

JUNIOR HIGH REQUIREMENTS
Class of 2031

	GRADE 06	GRADE 07	GRADE 08
READING LANGUAGE ARTS	RLA - 06	RLA - 07 or AE RLA - 07	RLA - 08 or AE RLA - 08
MATHEMATICS	Math - 06	Math - 07 or AE Math - 07	Math - 08 or Algebra I
SCIENCE	Science - 06	Science - 07 or AE Science - 07	Science - 08 or AE Science - 08
SOCIAL STUDIES	Social Studies - 06	Social Studies - 07 or AE SocSt - 07	Social Studies - 08 or AE SocSt - 08
PHYSICAL EDUCATION	4 Semesters of Physical Education at junior high level		
FINE ARTS	1 Credit Required at junior high level		
ELECTIVES	3 Credits	4 Credits	4 Credits
TOTAL CREDITS	8 CREDITS	8 CREDITS	8 CREDITS
State of Texas Assessment of Academic Readiness (STAAR)	STAAR READING - 06 STAAR MATH - 06	STAAR READING - 07 STAAR MATH - 07	STAAR READING - 08 STAAR MATH - 08 STAAR SCIENCE - 08 STAAR SocSt - 08

JUNIOR HIGH REQUIREMENTS
Class of 2032, 2033, 2034

	GRADE 06	GRADE 07	GRADE 08
READING LANGUAGE ARTS	RLA - 06 (2 Credits) or AE RLA - 06 (2 Credits)	RLA - 07 or AE RLA - 07	RLA - 08 or AE RLA - 08
MATHEMATICS	Math - 06 or AE Math - 06	Math - 07 or AE Math - 07	Math - 08 or Algebra I
SCIENCE	Science - 06 or AE Science - 06	Science - 07 or AE Science - 07	Science - 08 or AE Science - 08
SOCIAL STUDIES	Social Studies - 06 or AE SocSt - 06	Social Studies - 07 or AE SocSt - 07	Social Studies - 08 or AE SocSt - 08
PHYSICAL EDUCATION (Total of 4 Semesters)	Physical Ed. - 06 or Pre-Athletics	1 Credit of Physical Education or Athletics in either Grade 07 or Grade 08	
FINE ARTS	1 Credit	Not Required	Not Required
HEALTH	Not Offered	Health Class (0.5 Credit)	Not Offered
TOUCH SYSTEM DATA ENTRY	Not Offered	TSDATE (0.5 Credit)	Not Offered
ELECTIVES	1 Credit	3 Credits	4 Credits
TOTAL CREDITS	8 CREDITS	8 CREDITS	8 CREDITS
State of Texas Assessment of Academic Readiness (STAAR)	STAAR READING - 06 STAAR MATH - 06	STAAR READING - 07 STAAR MATH - 07	STAAR READING - 08 STAAR MATH - 08 STAAR SCIENCE - 08 STAAR SocSt - 08

JUNIOR HIGH COURSE DESCRIPTIONS

Offering of courses, excluding those required by TEA, are subject to student course enrollment.

Course sequences are recommendations based on best practices.

Advanced courses previously referred to as Pre-AP will now be referred to as Academic Excellence or AE courses.

READING LANGUAGE ARTS

Required: 3 Credits
Credits must include: RLA-6, RLA-7, and RLA-8 or their AE equivalents

6th	7th	8th
RLA-6	RLA-7	RLA-8
AE RLA-6	AE RLA-7	AE RLA-8
READING STRATEGIES-6	READING STRATEGIES-7	READING STRATEGIES-8
Dyslexia Intervention-6	Dyslexia Intervention-7	Dyslexia Intervention-8

ENGLISH LANGUAGE ARTS AND READING (RLA) 6-8

Grade Placement: 6-8
Prerequisite: None
Assessments: Grade Associated STAAR Reading (6-8)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

AE ENGLISH LANGUAGE ARTS AND READING (RLA) 6-8

Grade Placement: 6-8
Prerequisite: None
Assessments: Grade Associated STAAR Reading (6-8)

The AE nature of this course incorporates advanced levels of rigor, independence, project-based learning and extensions that require a greater investment of time, effort, and skill in order for students to be successful and to successfully contribute to the cumulative learning of the class.
The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

READING STRATEGIES 6-8

Grade Placement: 6-8
Prerequisite: None

Reading Strategies is a research-based reading intervention class that directly addresses the individual needs of students who need intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.

Placement into the Reading Strategies class is determined by an analysis of available data including the following:

- Reading comprehension and word identification levels based on standardized testing and informal reading inventories
- Reading performance on STAAR/TELPAS Reading
- Performance on classroom reading assessments
- Skill level and utilization of reading strategies across content areas
- Teacher recommendation

DYSLEXIA INTERVENTION 6-8

Grade Placement: 6-8
Prerequisite: None

Sealy ISD provides the Dyslexia Intervention Program for students identified as dyslexic. It is a multisensory curriculum. The program teaches reading, writing, spelling, and handwriting by engaging the visual, auditory, and kinesthetic modalities simultaneously.

MATHEMATICS

Required: 3 Credits
Credits must include: Math-6, Math-7, and Math-8 or their AE equivalents, including Algebra I

Students must take math courses in the sequence listed below because the skills in one course build upon the skills mastered in previous courses.

6th	7th	8th
MATH-6	MATH-7	MATH-8
AE MATH-6	AE MATH-7	ALGEBRA I
MATH STRATEGIES-6	MATH STRATEGIES-7	MATH STRATEGIES-8

MATH-6

Grade Placement: 6
Prerequisite: None
Assessments: Grade 6 STAAR Mathematics

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

AE MATH-6

Grade Placement: 6
Prerequisite: None
Assessments: Grade 6 STAAR Mathematics

PURSUANT TO STATE BILL 2124, SUBSECTION C, STUDENTS WHO PERFORM IN THE TOP 40% OF 5TH GRADE WILL BE AUTOMATICALLY ENROLLED IN AE MATH-6, UNLESS THE STUDENT'S PARENT OPTS OTHERWISE IN WRITING. SEALY ISD WILL UTILIZE THE STAAR GRADE 05 MATHEMATICS ASSESSMENT AS THE MEASUREMENT TOOL FOR IDENTIFYING THE TOP 40%.

The AE nature of this course incorporates advanced levels of rigor, independence, project-based learning and extensions that require a greater investment of time, effort, and skill in order for students to be successful and to successfully contribute to the cumulative learning of the class.

AE Math-6 includes all of the Texas Essential Knowledge and Skills (TEKS) for Grade 6 Mathematics and part of the TEKS from Grade 7 Mathematics.

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH-7

Grade Placement: 7
Prerequisite: None
Assessments: Grade 7 STAAR Mathematics

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

AE MATH-7

Grade Placement: 7
Prerequisite: AE Math-6
Assessments: Grade 8 STAAR Mathematics

The AE nature of this course incorporates advanced levels of rigor, independence, project-based learning and extensions that require a greater investment of time, effort, and skill in order for students to be successful and to successfully contribute to the cumulative learning of the class.

AE Math-7 includes the remainder of the Texas Essential Knowledge and Skills (TEKS) for Grade 7 Mathematics and all of the TEKS from Grade 8 Mathematics.

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH-8

Grade Placement: 8
Prerequisite: None
Assessments: Grade 8 STAAR Mathematics

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

ALGEBRA I

Grade Placement: 8
Prerequisite: AE Math-6 and AE Math-7
Assessments: Algebra I EOC

Algebra I is an advanced mathematics course designed for eighth-grade students that have previously completed AE Math - 6 and AE Math - 7.

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.

MATH STRATEGIES

Grade Placement: 6-8
Prerequisite:
Assessments:

This course provides conceptual learning that teaches students how to use mathematical strategies and tools such as problem solving, communication, reasoning, multiple representation, manipulatives, and technology. Placement in Math Strategies class is determined by an analysis of available data including the following:

- Mathematics performance on STAAR
- Performance on classroom curriculum-based assessments
- Grades
- Teacher recommendation

SCIENCE

Required: 3 Credits
Credits must include: Science-6, Science-7, and Science-8

Sealy Junior High Science classes are specifically designed to offer every student the highest level of rigor, independence, project-based learning, and extensions. Our classes focus on providing a high level of engagement and giving students optimum comprehension of Science concepts.

6th	7th	8th
SCIENCE-6	SCIENCE-7	SCIENCE-8
AE SCIENCE-6	AE SCIENCE-7	AE SCIENCE-8

SCIENCE

Grade Placement: 6-8
Prerequisite: None
Assessments:-Grade 8 STAAR Science

In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

Recurring themes and concepts are covered across each grade level and are pervasive in scientific and engineering practices (e.g. matter and energy, force, motion and energy, earth and space and organisms and environment).

AE SCIENCE

Grade Placement: 6-8
Prerequisite: None
Assessments: Grade 8 STAAR Science

This course explores the topics covered in academic 6th Grade Science. In addition, an emphasis is placed on developing cognitive demand through the use of science practices. Strategies, resources and assessments are differentiated to prepare students for future Advanced Placement courses.

SOCIAL STUDIES

Required: 3 Credits
Credits must include: World Geography, Texas History, and US History

Sealy Junior High Social Studies classes are specifically designed to offer every student the highest level of rigor, independence, project-based learning, and extensions. Our classes focus on providing a high level of engagement and giving students optimum comprehension of Social Studies concepts.

6th	7th	8th
SOCIAL STUDIES-6	SOCIAL STUDIES-7	SOCIAL STUDIES-8
AE SOCIAL STUDIES-6	AE SOCIAL STUDIES-7	AE SOCIAL STUDIES-8

SOCIAL STUDIES-6

Grade Placement: 6
Prerequisite: None
Assessments: None

This course develops an understanding of selected contemporary world cultures and significant people and events that have shaped them. Students apply geographic, historical, economic, political and technological concepts with current events as an important theme.

AE SOCIAL STUDIES-6

Grade Placement: 6
Prerequisite: None
Assessments: None

This course includes the topics studied in sixth grade social studies; however, students are expected to achieve a greater depth of understanding through thoughtful discussion and reading. The level of instruction/curriculum will focus on preparing the student for advanced placement courses.

SOCIAL STUDIES-7

Grade Placement: 7
Prerequisite: None
Assessments: None

Seventh grade social studies surveys major events in Texas history with an emphasis on the development of Texas as a republic and a state. Important themes include the unique heritage of Texas and its environment and geography. Economic development and the governmental structure of the modern state are studied.

AE SOCIAL STUDIES-7

Grade Placement: 7
Prerequisite: None
Assessments: None

This course includes the study of Texas history prior to European colonization to modern day statehood, using geographic, economic, historical and political concepts. Students study the eras of Texas and its people through advanced readings and enrichment activities that develop critical thinking. The level of instruction/curriculum will focus on preparing the student for advanced placement courses.

SOCIAL STUDIES-8

Grade Placement: 8
Prerequisite: None
Assessments: Grade 8 STAAR Social Studies

This course focuses on the history of the United States from colonization to 1877. The emphasis is on the political, social and economic events that shaped the present country. The course covers the development of the government of the United States, the Constitution, and citizenship.

AE SOCIAL STUDIES-8

Grade Placement: 8
Prerequisite: None
Assessments: Grade 8 STAAR Social Studies

This course covers the topics studied in eighth grade social studies with an emphasis on the social, political and economic events that shaped the present country. Study is enriched by advanced readings and activities to develop critical thinking. This course also covers the development of the government and the Constitution. Students are expected to achieve a greater depth of understanding through thoughtful discussion, reading and writing. The level of instruction/curriculum will focus on preparing the student for advanced placement courses.

FINE ARTS ELECTIVES

MUSIC

MUSICAL THEATER

Grade Placement: 6-8
Prerequisite: None

This course will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. This course will enable students to study and perform the varied styles of musical theater with special attention to the principles of stage movement, stage vocal techniques, stage choreography, acting, characterization, and other aspects of a musical production.

CHOIR

6TH GRADE CHOIR

GRADE PLACEMENT: 6
PREREQUISITE: None

Students will learn choral reading techniques, ear training, vocal production, solfege, and basic theory. This course is for boys and girls in 6th grade. Participation is required at concerts and contest.

CONCERT GIRLS CHOIR

GRADE PLACEMENT: 7-8
PREREQUISITE: None

Students will learn choral reading techniques, ear training, vocal production, solfege, and basic theory. Any 7th or 8th grade girl can choose this course, no audition or prior choral experience is required. Participation is required at concerts and contest.

BOYS CHOIR

GRADE PLACEMENT: 7-8
PREREQUISITE: None

Students will learn choral reading techniques, ear training, vocal production, solfege, and basic theory. Any 7th or 8th grade boy can choose this course, no audition or prior choral experience is required. Participation is required at concerts and contest.

ADVANCED GIRLS CHOIR

GRADE PLACEMENT: 7-8
PREREQUISITE: None

Students will learn choral reading techniques, ear training, vocal production, solfege, and basic theory. This course is for 7th or 8th grade girls with prior choral experience. Students must audition at the end of the school year for placement. Participation is required in Solo Contest, Region Choir Auditions, concerts, UIL contest, and other events.

BAND

BEGINNING BAND

GRADE PLACEMENT: 6-8
PREREQUISITE: None

This course expands light into the fundamentals and exploration of instruments. Emphasis is placed on developing instrumental techniques, musicianship, and performance skills through the study of standard band literature. Students will select instruments with the director's approval before the end of the current school year. This class is for students who have had no previous experience playing an instrument. With approval from the band director, students may choose an instrument from the following: flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, or percussion. Students are expected to participate in concerts.

CONCERT BAND

GRADE PLACEMENT: 7-8
PREREQUISITE: Audition

This is an entry level band course, and is open to junior high band students who wish to continue their instrumental music training. Emphasis is placed on developing instrumental techniques, musicianship, and performance skills through the study of band literature. Members of this band are required to perform in several concerts throughout the school year and are eligible to participate in District Region Band competition. After school sectional rehearsals are a requirement for this course. Students may, with director approval, enroll in Band Technique class as well as this course.

SYMPHONIC BAND

GRADE PLACEMENT: 7-8
PREREQUISITE: Audition Required

Symphonic Band is no longer a double-blocked course.

This course is third level band class and students will be placed in this band with director approval. Students in this band are also required to enroll in Band Technique. This class is designed for band students who wish to continue their musical training or learn a second musical instrument. Emphasis is placed on developing instrumental techniques, musicianship, and performance skills through the study of band literature. Members of this band are required to perform in several concerts and pep rallies and are on display throughout the school year at various events. Students are required to participate in District Region Band competition and the District Solo & Ensemble Festival. After school sectional rehearsals are a requirement for this course. Students may, with director approval, enroll in band technique class as well as this course. After school sectional rehearsals are a requirement of this course.

ART

ART 1

Grade Placements: 6-8
Required Prerequisite(s): None

Art 1 introduces students to fundamental artistic habits and skills, giving them a foundation that allows them to explore media, use artistic vocabulary and grow their understanding about a variety of art forms. Students will explore mediums, such as drawing techniques and color theory and discuss the expressive properties of artworks such as meaning, narrative, message, and symbol. Students will be introduced to art history and culture by exploring artistic styles, historical periods, and a variety of cultures.

ART 2

Grade Placement: 7 or 8
Required Prerequisite(s): Art 1

Art 2 is designed to allow students to build creative confidence and expand visual literacy skills using critical thinking and imagination. The student uses what he or she sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. Students will respond to and analyze artworks of self and others in order to develop critical evaluation and response skills. Students will study art history, art criticism, and aesthetics in art to gain an understanding of important historical and cultural relevance of the visual arts.

ART 3: DRAWING AND PAINTING

Grade Placement: 7 or 8
Required Prerequisites(s): Art 1 and 2

Art 3 is designed for students with advanced understanding of techniques and subject matter and have a desire to continue their study and artistic development. Students will experience techniques in both two-dimensional and three-dimensional media, as well as explore more sophisticated ideas in art history, art criticism, and aesthetics. Students will enhance their art portfolios and prepare for high school art.

Students will explore a variety of drawing media with an emphasis on composition, technique, person expression, and basic figure drawing. The students will become familiar with contour, gestural approaches to drawing, and perspective, while experimenting with value techniques. They will utilize group and individual critique. Students will create a mini-portfolio, develop personal style, and evaluate their work more critically.

Also, students will study color theory, composition, and develop painting skills and techniques in acrylic, ink, and watercolor. Students will document ideas and issues on which to base painting through use of an in-class sketchbook, as well as researching the techniques and methods of other artists.

THEATER ARTS

THEATER ARTS

GRADE PLACEMENT: 6-8
PREREQUISITE: None

This course will develop creative expression and performance through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Students will increase their understanding of heritage and traditions through historical and cultural studies in theater. Students will be required to perform in class.

THEATER PRODUCTION

GRADE PLACEMENT: 7-8
PREREQUISITE: Audition Required and 1 year of prior Theater Arts instruction

Theater Production is an advanced theater class that is production intensive. Due to the nature and dynamics of the class, student enrollment is limited. Students will be required to participate in all SJH Theatre shows as a performer, tech crew member or house crew member. After school rehearsals and performances are required. Students will audition for the class.

MISCELLANEOUS ELECTIVES

CAREER AND COLLEGE EXPLORATION

GRADE PLACEMENT: 6-8
PREREQUISITE: None
Note: This is a year-long course, and it may be taken twice.

The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn jobseeking skills, and create documents required for employment.

HEALTH EDUCATION

*GRADE PLACEMENT: **7TH GRADE***
PREREQUISITE: None
NOTE: This is a required course for all 7th grade students, and it must be taken in conjunction with Touch System Data Entry.

The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health.

GLOBAL THINKERS

GRADE PLACEMENT: 6-8
PREREQUISITE: Must be identified as Gifted and Talented
NOTE: Not an open-enrollment class

Global Thinkers is designed to provide an enriched and challenging educational experience for gifted learners. The curriculum may cover a wide range of subjects, including language arts, mathematics, science, social studies, and the arts. The course may involve project-based learning, independent research, and group collaboration. It aims to foster critical thinking, problem-solving, creativity, and leadership skills. The course may also include opportunities for students to participate in extracurricular activities, such as academic competitions, community service, and field trips.

STUDY HALL

GRADE PLACEMENT: 6-8
PREREQUISITE: None

The purpose of Study Hall is to provide time within the school day for students to complete homework and assignments, to review notes and materials, provide time for sustained reading and to study for quizzes and tests.

OFFICE AIDE

GRADE PLACEMENT: 8
PREREQUISITE:
NOTE: application required

Students will have the unique opportunity to gain practical experience and develop valuable skills in the dynamic environment of a school office or library This course is designed for motivated and responsible junior high students who are interested in contributing to the efficient functioning of our school community.

Throughout the semester, students enrolled as an office aide will work closely with school administrators, secretaries, and other office staff to support various administrative tasks. This hands-on experience will provide students with a real-world understanding of office procedures, communication skills, and the importance of teamwork in a professional setting.

LIBRARY AIDE

GRADE PLACEMENT: 8
PREREQUISITE:
NOTE: application required

The Junior High Library Aide position is an exciting opportunity for students who have a passion for literature, organization, and promoting a love of reading within the school community. Library Aides play a crucial role in supporting the daily operations of the school library, fostering a positive and inviting space for both students and educators. This position offers hands-on experience in library management, customer service, and teamwork.

ATHLETIC AIDE

GRADE PLACEMENT: 8
PREREQUISITE:
NOTE: application required

The Athletic Aide for 6th Grade Pre-Athletics is a rewarding position designed for students who are passionate about sports, physical fitness, and fostering a positive and inclusive athletic environment. Athletic Aides play a vital role in supporting the physical education program, assisting coaches, and encouraging a love for sports among 6th-grade students. This position offers hands-on experience in coaching assistance, teamwork, and promoting a healthy, active lifestyle.

PE/ATHLETICS

Required: 2 Credits

6th	7th	8th
PE-6	PE-7	PE-8
Pre-Athletics	Athletics-7	Athletics-8

All SJH PE and Pr-Athletic/Athletics courses are gender specific.

GRADE 6 PHYSICAL EDUCATION (PE)

GRADE PLACEMENT: 6
PREREQUISITE: None

This course deals with knowledge and motor skills basic to efficient movements, physical fitness, and participation in individual and team sports, and leisure and lifetime sports. Students are required to dress out each day. Grade 6 PE will include the Grade 6 Health Education Curriculum.

GRADE 7 PHYSICAL EDUCATION (PE)

GRADE PLACEMENT: 7
PREREQUISITE: None

This course deals with knowledge and motor skills basic to efficient movements, physical fitness, and participation in individual and team sports, and leisure and lifetime sports. Students are required to dress out each day.

GRADE 8 PHYSICAL EDUCATION (PE)

GRADE PLACEMENT: 8
PREREQUISITE: None

This course deals with knowledge and motor skills basic to efficient movements, physical fitness, and participation in individual and team sports, and leisure and lifetime sports. Students are required to dress out each day.

PRE-ATHLETICS

GRADE PLACEMENT: 6
PREREQUISITE: None

In this course students will work to develop conditioning skills to promote competitive participation in UIL sports offered in grades 7-8 including but not limited to volleyball, football, basketball, and track. Students will learn team configurations, position-play, UIL rules and regulations, etc. This course is intended for students who plan to enter athletics in grades 7-8.

ATHLETICS

GRADE PLACEMENT: 7-8
PREREQUISITE: Pre-Athletics, unless student is new to Sealy ISD, or at coaches discretion

All student-athletes in the athletic period must be an active participant in the athletic program. Those student-athletes who are not actively participating in a sport may be denied entry or may be removed at the coach's discretion.

All student-athletes, to be eligible to participate in the athletic program, must pass all subjects during the current six week period. There is a three week suspension from participation in athletic competition with any failing report. NO PASS, NO PLAY. If a student athlete is not eligible for two consecutive grading periods that student athlete may be subject to dismissal from the program. A student-athlete, who fails to participate in an athletic event throughout the year due to ineligibility, will be dismissed from the program the following year.

All student-athletes will be held accountable for actions considered "conduct detrimental to the team or program." Failure to adhere to the athletic code of conduct may result in the student athlete being removed from the athletic period or program.

HIGH SCHOOL CREDIT ELECTIVES

Please note: courses taken in junior high for high school credit do not count towards high school GPA

LANGUAGES OTHER THAN ENGLISH

SPANISH 1

CREDIT: 1
GRADE PLACEMENT: 7-8
PREREQUISITE: None

A full year course designed to teach the basic concepts of the Spanish language. The four language skills, listening, speaking, reading, and writing, are developed through the study of basic grammar and linguistics and the study of some history and culture of the Hispanic world.

SPANISH 2

CREDIT: 1
GRADE PLACEMENT: 6-8
PREREQUISITE: Spanish 1

This class is a continuation of Spanish 1 with more emphasis placed on grammatical structure and verb tense to improve comprehension skills. Students will learn the language in more intricate detail. Increased emphasis is placed on speaking and writing.

SPANISH 3 AE

CREDIT: 1
GRADE PLACEMENT: 7-8
PREREQUISITE: Spanish 2 and AE Guidelines Recommended
Note: Course availability is dependent upon sufficient course enrollment and/or instructor availability.

The Spanish 3 AE course provides the opportunity for a more detailed study of the language and culture. Students will work on developing a broader base in their spoken and written communication in the target language. Students will be introduced to Hispanic literature through magazine articles, short stories, and poetry. Cultural awareness is enhanced through independent and group projects. Emphasis is placed on oral competency.

ADVANCED PLACEMENT SPANISH LANGUAGE

CREDIT: 1
GRADE PLACEMENT: 8
PREREQUISITE: Spanish 3 AE and AE Guidelines Recommended
Note: Course availability is dependent upon sufficient course enrollment and/or instructor availability.

AP Spanish Language gives the student the opportunity to comprehend formal and informal spoken Spanish. Emphasis is placed on the student's ability to compose expository passages and to express ideas orally with accuracy and fluency. The acquisition of vocabulary and a grasp of structures allow the student to read newspapers, magazine articles, and literature with ease and accuracy.

SPANISH FOR SPANISH SPEAKERS 1 (semester 1)/ SPANISH FOR SPANISH SPEAKERS 2 (semester 2)

CREDIT: 2 Credits in one year
GRADE PLACEMENT: 7-8
PREREQUISITE: Language Assessment Test

This course is designed for Spanish speakers who do not require emphasis placed on oral language skills. Concentration is placed on reading, writing and grammar skills. In addition, TEKS objectives within the Spanish curriculum are emphasized which will transfer to the English language. Students are encouraged to continue the study of their native language and build pride in their ethnic heritage.

CTE ELECTIVES

Please note that our CTE offerings are dependent upon the availability of staff.

TOUCH SYSTEM DATA ENTRY

HIGH SCHOOL CREDIT: 0.5
GRADE PLACEMENT: 7th Grade
PREREQUISITE: None
Note: This is a required course for all 7th grade students, and it must be taken in conjunction with Health Education.

In Touch System Data Entry, 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 skills for production of business documents.

FOUNDATIONS OF BUSINESS COMMUNICATION

High School CREDIT: 1.0
GRADE PLACEMENT: 7-8
PREREQUISITE: Recommended Touch System Data Entry

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Skills the student will learn (just to name a few):

- Employability skills required in the business industry
- Touch system (typing), output (printing)
- Using information systems for business planning, analyzing documents, and filing systems
- Using operating systems to support business strategies and operations
- Analyze and operate software such as
    - Microsoft Word (word processing)
    - Microsoft Excel (spreadsheet program)
    - Microsoft PowerPoint (interactive presentation program)
    - Microsoft Access (database management program)
    - Microsoft Publisher (desktop publishing program).

DIGITAL DESIGN AND MEDIA PRODUCTION

CREDIT: 1
GRADE PLACEMENT: 7-8
PREREQUISITE: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

COMMERCIAL PHOTOGRAPHY I (Yearbook)

CREDIT: 1
GRADE PLACEMENT: 8
PREREQUISITE: Digital Design and Media Production, Except for students that took Yearbook as a 7th grader during the 2026 school year.

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

Principles of Applied Engineering

HIGH SCHOOL CREDIT: 1.0
GRADE PLACEMENT: 7-8
PREREQUISITE: None

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and be able to make informed career decisions.

PRINCIPLES OF CONSTRUCTION

HIGH SCOOL CREDIT: 1.0
GRADE PLACEMENT: 7-8
PREREQUISITE: None

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

SECTION 2:

SEALY HIGH SCHOOL

HIGH SCHOOL GRADUATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

In compliance with Chapter 74, State Board of Education Rules for Curriculum, graduates of Sealy High School are all awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievement, and courses completed.

As required by the state under the Foundation High School Program, the District shall require 22 credits.

As required by the state under the Foundation High School Program with endorsement, the District shall require 26 credits.

Certificates of coursework completion shall be issued to senior students who successfully complete state and local credit requirements for graduation but who fail to perform satisfactorily on the exit-level instrument. The student's academic achievement record shall indicate the date on which the certificate was issued. Coursework completers are not eligible to participate in graduation.

To be eligible to participate in graduation activities and ceremonies, a student shall have successfully completed all coursework and requirements for graduation, passed all applicable state tests required for graduation, and paid all applicable fees and fines in full. A student who is currently expelled shall not be eligible to participate in graduation activities and ceremonies.

All diplomas will be the same. The state will provide a seal that will be placed on the academic achievement record (transcript).

EARLY GRADUATION

For a student to be considered a senior at the beginning of the school year they must have 18+ credits. Early graduates may not initially be on the senior grade roll but will be added to the senior grade roll at second semester provided they are on track to fulfill graduation requirements. Class rank and honor graduate status will be determined by ranking the grades of the students who are members of the class in which he or she actually graduates. If the early graduate's grade average is a 4.0 or higher he/she will also be considered an honor graduate and will be recognized as such.

GRADUATION REQUIREMENTS
Class of 2026, 2027, 2028, and 2029

Students entering 9th grade in the 2022-2023 school year and thereafter.

	Foundation High School Program	Foundation Program w/ Endorsements	Distinguished Achievement
English Language Arts	English I English II English III Advanced English	English I English II English III Advanced English	Students must: • Complete the Foundation Program • Complete one or more endorsements • Complete 4 Science credits • Complete four math credits including Algebra II **Students must graduate distinguished to be eligible for top 10% automatic admit in the state of Texas.
Mathematics	Algebra I Geometry Advanced Math	Algebra I Geometry Advanced Math Advanced Math	
Science	Biology IPC or Chemistry Advanced Science	Biology IPC or Chemistry Physics Advanced Science	
Social Studies	World Geographyand/ or World History US History Government (.5) Economics (.5)	World Geography and/ or World History US History Government (.5) Personal Financial Literacy/Economics (.5)	**Performance Acknowledgements**
Foreign Language	2 years of the same language other than English	2 years of the same language other than English	Meeting requirements to be determined by the State Board of Education for outstanding performance: • Dual Credit • Bilingualism & Biliteracy • On AP exams or IB exams • On PSAT, ACT-PLAN, SAT, or ACT • On nationally or internationally recognized business or industry certification or license
Fine Arts	1 Credit	1 Credit	
Physical Education	1 Credit	1 Credit	
Electives	5 Credits	7 Credits	
Total	22 Credits	26 Credits	
State of Texas Assessment of Academic Readiness (STAAR) Mastery	End of Course Exams • English I • English II • Algebra I • Biology • US History	End of Course Exams • English I • English II • Algebra I • Biology • US History	

***A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in courses necessary to complete the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement. A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year: (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the Texas Education Agency, allowing the student to graduate under the Foundation High School Program without earning an endorsement.**

PERFORMANCE ACKNOWLEDGEMENTS

Dual Credit

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
2) an associate degree while in high school

Bilingualism and Biliteracy

A student may earn a performance acknowledgement in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

1) Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
2) satisfying one of the following:
    - completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
    - demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
    - completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
    - demonstrated proficiency in one or more languages other than English through one of the following methods:
        - a score of 3 or higher on a College Board AP exam for a language other than English; or
        - a score of 4 or higher on an IB exam for a higher-level languages other than English course; or
        - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, and English language learner must also have;

A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

AP Exams or IB Exams

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:

1) a score of 3 or above on a College Board advanced placement examination
2) a score of 4 or above on an International Baccalaureate examination

PSAT, ACT-PLAN, SAT or ACT

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on the PSAT (R), the SAT, or the ACT by:

1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
2) achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN examination
3) earning a combined critical reading and mathematics score of at least 1250 on the SAT; or
4) earning a composite score on the ACT examination of 28 (excluding the writing subscore)

Nationally or Internationally Recognized Business or Industry Certification or License

A student may earn a performance acknowledgment on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

1) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or
2) performance on an examination sufficient to obtain a government required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- a national or international business, industry, or professional organization
- a state agency or other government entity or
- a state-based industry association

Certifications or licensures for performance acknowledgments shall:

- be age appropriate for high school students
- represent a student's substantial course of study and/or end-of-program knowledge and skills
- include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation

ENDORSEMENTS

MULTIDISCIPLINARY STUDIES

A multidisciplinary Studies endorsement requires completion of the FHSP and at least one of the following:

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence
- Four credits in each of the four foundation subject areas to include chemistry and/or Physics and English 4 or a comparable AP English course
- Four credits in Advanced Placement, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

STEM

A student may earn a STEM Endorsement by completing the requirements of the FHSP, including Algebra II, Chemistry, Physics or Principles of Technology, and one of the following:

- Courses required to be designated CTE completer int he following STEM program of study:
    - Mechanical and aerospace engineering
- Successful completion of 2 additional math courses for which Algebra II is a prerequisite
- Successful completion of 2 additional science credits beyond Biology, Chemistry, and Physics
- In addition to Algebra II, chemistry, and physics, one additional mathematics course for which Algebra II is a prerequisite and one additional science course

BUSINESS AND INDUSTRY

A student may earn a business and industry endorsement by completion of the FHSP and at least one of the following:

- Courses required to be designated a CTE completer in one of the following programs of study related to business and industry:
    - Agricultural technology and mechanical systems
    - Animal science
    - Automotive and collision repair
    - Business management
    - Culinary arts
    - Electrical
    - Graphic design and interactive media
    - Plant science

- Courses required to be designated a CTE completer in the following program of study related to business and industry, if the mathematics and science requirements for the STEM endorsement are not met:
    - Mechanical and aerospace engineering

PUBLIC SERVICES

A student may earn a public services endorsement by completing the FHSP and one of the following:

- Courses required to be designated a CTE completer in one of the following programs of study related to public services:
    - Diagnostic and therapeutic services
    - Teaching and training

ARTS AND HUMANITIES

A student may earn an arts and humanities endorsement completion of the FHSP and at least one of the following:

- Four levels of the same language in a language other than English
- A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts

FOUNDATION GRADUATION PLAN
ADVANCED COURSE OFFERINGS

Advanced English Language Arts	
English 4	AP English Literature and Composition
Dual Credit English	
Advanced Mathematics Credit	
Statistics	Algebra 2/Algebra 2 AE
AP Calculus AB	Pre-Calculus/Pre-Calculus AE
College Algebra	AP Statistics
Advanced Science Credit	
Chemistry/Chemistry AE	Advanced Animal Science
Physics/Physics AE	Advanced Plant and Soil Science
Aquatic Science	Anatomy and Physiology
Environmental Systems	Earth Systems Science
AP Biology	AP Environmental Science
AP Physics 1: Algebra-Based	

GRADING SYSTEM

Sealy ISD Grading Guidelines
For more comprehensive information regarding Sealy ISD grading policies click the link above.

Grading
All grades in all courses will be numeric. A grade below 70 is a failing grade. Numeric grades will be recorded on student transcripts.

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed. The student will receive .5 credit for the semester that he or she passes.

All grades between 90 and 100 will be considered A (excellent). Grades between 80 and 89 will be considered B (above average). Grades between 75 and 79 will be considered C (average). Grades between a 70 and 74 will be considered a D (below average). Grades 69 or lower are F (failing).

Grade Classification

Each student will be classified in a grade according to the number of credits which he/she has received in high school.

CLASS	CREDITS
Freshman	0-5.5
Sophomore	6-11.5
Junior	12-17.5
Senior	18 or more

Transfer Students

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Grade Equivalents: To be used for Transfer-In Grades only

A+ = 100	A = 95	A- = 90	
B+ = 89	B = 85	B- = 80	
C+ = 79	C = 75	D = 70	
F = 65 (Failing 69 and Below)	P = 85		
E = 95	S = 85	N = 75	U = 65

When a student transfers grades for properly documented courses from an accredited school, the campus will assign weight to grades based on the categories and grade weight system used by Sealy ISD.
Starting with the Graduating Class of 2028, when a student transfers grades for properly documented courses from an accredited school, the campus will assign weight to grades based on the categories and grade weight system used by Sealy ISD if courses are offered to the same cohort of SISD students.
When a student transfers from a non-accredited school, including a home school, the District will accept and/or assign grades through course verification and the grade will be recorded as on-level course GPA points.
transcript grade.

CLASS OF CLASS OF 2026, CLASS OF 2027, 2028, AND CLASS OF 2029

CLASS RANK CLASSIFICATION

CLASS RANK CALCULATION

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12.

GPA WAIVER

Beginning with students graduating in 2019, an eligible student may apply to have a course or courses exempt from the class rank calculation in accordance with administrative regulations.

Sealy ISD strives to encourage students to pursue their areas of special talents and interests to enrich their academic achievement. To encourage students to maintain their participation in these classes, the district allows seniors to participate in a non-weighted elective on a GPA-exempt basis.

To be eligible to apply for a GPA exemption, students must have above a 4.0 at the conclusion of their junior year of high school, and must achieve an 80 semester average or higher for the course.

Students who elect this option must complete an application and return it to the school counselor's office by the end of the third week of each semester. Each student is only permitted to exempt 1.0 credit during his or her high school career.

WEIGHTS FOR GPA COMPUTATION

All students graduating from high school shall be assigned a class rank in accordance with legal and local requirements.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank using grades available at the time of calculation. For this purpose, second semester averages shall be computed using grades at the end of the third nine-week grading period and grades from the second progress report of the fourth nine-week grading period, including final grades for dual credit courses. A weighted scale shall be used for specific courses, as indicated on the chart below, for computing class rank.

The point system for purposes of class ranking shall be as follows:

Number Grade	Resource & Life Skills Classes	Academic Classes	Academic Excellence	Advanced Placement, Dual Credit, OnRamps
90-100	3.0	4.0	5.0	5.5
80-89	2.0	3.0	4.0	4.5
75-79	1.0	2.0	3.0	3.5
70-74	1.0	1.0	2.0	2.5
69-Below	0	0	0	0

HIGH SCHOOL - CLASS RANK AND TOP TEN PERCENT

TOP TEN PERCENT

Students in the top ten percent of the graduating class shall qualify for automatic admission in a general, Texas academic institution. Individual colleges may have more stringent entrance requirements.*

*The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen.

ACADEMIC HONORS

To be eligible for academic honors, a student shall:

1. Have met all coursework and exit-level testing requirements in an accredited high school;
2. Have been enrolled in the district for his or her entire senior year;
3. Have maintained an academic average of 4.0 or above during his or her course of study in high school.

Serious misconduct that results in removal to a DAEP or expulsion may disqualify a student from academic honors status.

The superintendent shall give final approval to candidates for academic honors based on the recommendation of the principal.

VALEDICTORIAN AND SALUTATORIAN

The honor students with the highest and second highest GPA, who meet the eligibility criteria for academic honors and who have been enrolled in the district for their entire junior and senior year, shall be named valedictorian and salutatorian. Three-year graduates are not eligible to be valedictorian or salutatorian.

BREAKING A TIE

In case of a tie in weighted GPAs, to determine valedictorian and salutatorian honors, the District shall compute the numeric semester average of all classes taken for high school in grades 9-12, excluding courses that have been waived from the class rank calculation. If the tie is not broken, the District shall recognize all students involved in the tie as covaledictorians and no salutatorian shall be named, or co-salutatorians if the tie cannot be broken numerically.

RANKING FOR EARLY GRADUATES

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

For two school years following their graduation, district graduates who ranked in the top ten percent of their graduating class are eligible for admission into four-year public universities and colleges in Texas. Students in the top ten percent must still apply and meet the universities' admission requirements. Individual majors may have more stringent entrance requirements.
[For further information, see policies at EIC.]

ADVANCED COURSES AND ACADEMIC PROGRAMS

AP and AE Courses

Academic Excellence/Advanced Placement (AE/AP) courses help students acquire the skills and habits needed to be successful in college. Student participation in these college-readiness courses will improve writing skills, sharpen problem-solving abilities, and develop time management skills, discipline, and study habits. AE/AP courses are characterized by an immersion in college-level content, an accelerated pace, and a performance assessment at the synthesis and evaluative levels.

Students enrolled in a AE/AP course understand:

- that summer assignments must be completed by the due date. Failure to do so may result in removal from that course.
- that the course may seem challenging at first and initial grades may not reflect later grades.
- the level of commitment required for the course and accept the academic challenges.
- the importance of attending tutorials for additional support.
- that a request to move from an AE/AP course to an academic level course will only be considered at the end of the first three weeks of that course, at the end of the 1st 6 weeks on teacher recommendation only, and the end of the first semester.

Entrance Guidelines for High School AE/AP Courses

The purpose of the AE/AP entrance and exit guidelines is to provide placement information to facilitate student success in academically challenging courses. AE and AP courses are designed to challenge motivated students and prepare them for success in college-level coursework taken during high school and thereafter. In order to assist in the placement decision, these entrance guidelines are intended to provide a profile of students who typically experience success in AE and AP courses. *These guidelines are recommendations. Our policy is open enrollment in AE and AP Courses.*

1. Prerequisite coursework is successfully completed.
2. Current or previous performance in related content area course:
    - semester average of 90 -100 in an academic course OR
    - semester average of 80 or above in an AE course.
3. For science placement only, current or previous performance in math course:
    - semester average of 90 -100 in an academic course OR
    - semester average of 80 or above in an AE course.
4. 85th percentile or above on the most recent standardized achievement test or other district- identified testing measure.

Questions about course placement should be directed to the counselor.

NOTE: Due to the curricular differences between academic and AE/AP courses and for the benefit of students, entry into an AE or AP course from an academic course is limited to the first week of the SHS school year.

Exit Guidelines for High School AE/AP Courses

Students petitioning to exit an AE or AP course may request to move to an on-level course equivalent at the end of the first three weeks of that course. Students will be moved following the distribution of progress reports. At the end of the 1st 6 weeks students may be moved on teacher recommendation only. Students may request to move to an on level course for the second semester by submitting a schedule change request prior to the end of the first semester.

Students who have failed an AE or AP course for the semester will be required to transfer to an equivalent academic-level class prior to the start of the second semester and parents will be informed of this change. Schedule changes will be subject to course availability. The student's grade will be transferred as it exists on the date the schedule change is made without the weighted component. Weighted points will be added if the student has completed the semester.

Dual Credit Courses

Students are responsible for checking and ensuring that the college they are planning to attend will accept transfer credits from Blinn College.

Students enrolled in Dual Credit are Blinn College students for that course. Blinn College determines the instructor, class content, and delivery method of each course. Students must follow Blinn College guidelines for admissions, payments, and procedures.

At any time during the first two weeks of the first semester, a student may exit a dual credit course in which he/she is enrolled and move to an academic course of the same type (e.g., exit U.S. History Dual Credit and enroll in U.S. History), provided there is space available in the desired course along with teacher conference, parent permission, and administrator approval. The student will be responsible for making up all missed work.

After the first two weeks of each semester, no schedule changes will be made, and the student must remain in the dual credit course in which he/she is enrolled. If a student drops a class per Blinn policies, they will receive a 60 on their transcript and enrolled in credit recovery. At the end of the first semester, a student may exit a dual credit course in which he/she is enrolled and move to an academic course.

If a student receives a grade in a dual credit class that is a 69 or below, that student will not receive high school credit for that course and will have to recover that semester credit. For a two-semester course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is a 70 or above.

Students must be enrolled in a minimum of one dual credit course in order to attend classes at Blinn College during the school day. Students are responsible for the cost of each class and the required books. Payments must be made directly to Blinn College. Students Blinn College determines to be FAST-eligible will not be charged tuition for the course.

Upon graduation students must request their Blinn transcript directly from Blinn to be sent electronically to their college or university of choice.

Dual Enrollment

SHS offers dual enrollment courses through The University of Texas (OnRamps) and Tarleton State University (Tarleton Today). Students have the ability to earn high school credit from Sealy High School and college credit from the university. Students will attend class with an SHS teacher daily. The high school teacher evaluates student's progress and in-class assignments, assigning grades in accordance with Sealy ISD policy. The SHS teacher will assign the high school grade that will appear on the SHS transcript. College coursework and exams will be assigned by the college professor, who will grade the college assignments and will issue the grade that will appear on their college transcript. Upon graduation students must request their university transcript directly from UT or Tarleton to be sent electronically to their college or university of choice. Students enrolled in Dual Enrollment will be required to pay all fees associated with the course. Students determined to be FAST-eligible by UT and/or Tarleton will not be charged tuition for the course.

At the end of the semester, students must choose to accept or decline the college credit. Students should check with the colleges they plan to attend to determine if it is in their best interest to accept or decline the college credit.

Dual Enrollment will be weighted with Dual Credit and Advanced Placement. The student enrollment fee for Dual Enrollment will be communicated to students as it becomes available from the universities.

Students petitioning to exit a Dual Enrollment course may do so at the end of the first three weeks of that course, at the end of the 1st 6 weeks on teacher recommendation only, and the end of the first semester. A student may exit a dual enrollment course in which he/she is enrolled and move to an academic course of the same type, provided there is space available in the desired course along with teacher conference, parent permission, and administrator approval. The student will be responsible for making up all missed work. he student's grade will be transferred as it exists on the date the schedule change is made without the weighted component. Weighted points will be added if the student has completed the semester. Students exiting after the official census date of the university will still be responsible for the course fee. Students enrolling in a Dual Enrollment class must take the high school and college portion of the course.

Academic Excellence Program

The Academic Excellence course of study is designed to provide university/college readiness by adopting instruction aligned to national standards, featuring curriculum aligned with university standards. Advanced Placement, as developed by the College Board Inc., provides the basic structure. Four years of AE/AP/DC/OR preparation with personal mentoring and guidance by faculty and counselors provides the foundation for success in higher education.

Students follow the Academic Excellence course of study to gain a competitive advantage and develop confidence in their ability to do college work. This is especially important if they are seeking entry into competitive professional careers.

The Sealy ISD Academic Excellence course of study trains students in the skills necessary for success in higher education. It is specifically not a competitive honors program but a course of study open to any student who wants to prepare for college/university level work. The focus prepares students for college work at national standards.

Students are also encouraged to follow this course of study if they are interested in entering today's high-tech vocational fields.

Participation consists of taking the prerequisite AE and AP/DC/OR courses in math, science, English language arts, social studies and foreign language that lead to AP exams or comparable dual credit or dual enrollment courses.

Privileges for eligible participants*:

- Advanced Placement testing is paid for by the district.
- Participants* are eligible to receive Academic Excellence cords at graduation.

*Participants must successfully complete a total of at least 8 credits in AE/AP/DC/DE classes, of which at least 2 credits must be Advanced Placement, Dual Credit, or Dual Enrollment.

CTE Course Completers

Students that complete a Program of Study by completing three courses for four or more credits and earn an Industry Based Certification will receive CTE cords for graduation.

Gifted and Talented

Identified gifted and talented students are served in the AE and AP classes in the four academic content areas. At the high school level, gifted and talented students may also enroll in dual enrollment and dual credit classes. Teachers of the AE and AP courses have received the state-required gifted and talented Training. All students identified as gifted and talented have the option of advanced classes (AE, AP, or dual credit) in all core areas. These advanced classes contain students who have been identified as GT as well as other high-achieving students. All other students are mixed heterogeneously. The GT students are given assignments that require them to work alone, with others, or as a class. Gifted and talented high school students will be expected to take AE and AP courses. Other options for secondary students include enrollment in dual credit courses, participation in UIL academic activities, dual enrollment, credits by examination, and early high school graduation.

TESTING INFORMATION

STAAR End-of-Course Exams

Students must take five End-of-Course exams in order to graduate from high school in the State of Texas. Students must meet the satisfactory level in each of the following exams: English 1, English 2, Algebra 1, Biology, and US History. Students will take exams each year for the courses that they are currently enrolled in. Students that fail to meet the passing standard must retake the exam. The exams are given in the fall, spring, and summer of each year.

Please visit Texas Education Agencies STAAR Performance Standards page for the current STAAR EOC passing standards.

Texas Success Initiative

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutions of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

Students may be exempt from taking the TSI assessment by achieving any of the requirements:

SAT - a minimum of 530 on the mathematics test and a minimum of 480 on the Evidence-Based Reading & Writing
ACT - Prior to February 15, 2023 - composite of 23 with a minimum of 19 on both the English and mathematics
ACT - After to February 15, 2023 - 40 combined on English and Reading and 22 or higher on mathematics

*Please note that many Technical Schools now also require students to meet TSI standards.

Credit by Examination

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;

2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or

3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

INFORMATION

National Collegiate Athletic Association

Students planning to pursue athletics and/or athletic scholarships at the collegiate level must be aware of core curriculum and GPA requirements. Students must register with the NCAA by the end of their Junior year. Interested students should visit the NCAA website at www.eligibilitycenter.org for further information and instructions.

ALC Program

The ALC Program is designed for students wishing to complete High School earlier than their expected graduation date. To enroll in the program, students are expected to take the TSIA assessment and have met with their counselor about post-secondary plans.

ALC provides coursework on the computer through the Edgenuity program. Edgenuity is an independent program with no direct teacher instruction. Students work at their own pace to complete coursework needed for graduation. Students enrolled in ALC are not eligible to participate in any extracurricular activities. Once students are enrolled in the ALC program, they must complete the program; students may not go back into the classroom.

Once students have completed all coursework and graduation requirements successfully, they "graduate" and no longer have to attend school. They may get a copy of their transcript showing their graduation date. Diplomas will not be available until May.

HIGH SCHOOL COURSE DESCRIPTIONS

This is a list of all courses that may be offered at Sealy High School. All courses may not be offered every year. Offering of courses, excluding those required by TEA, are subject to student course enrollment.

Course sequences are recommendations based on best practices.
Career and Technology pathways may be adapted to meet the needs of the students.
Advanced courses previously referred to as Pre-AP will now be referred to as Academic Excellence or AE courses.

ENGLISH / LANGUAGE ARTS

Required: 4 Credits
Credits must include: English 1, English 2, English 3, English 4

9th	10th	11th	12th
English 1	English 2	English 3	English 4 or English 4 College Readiness
English 1 AE	English 2 AE	AP English Language and Composition or English 3 OnRamps	AP English Literature and Composition or Dual Credit English

Depicts preferred course sequences

1001 ENGLISH 1

CREDIT: 1
GRADE PLACEMENT: 9
PREREQUISITE: None
STAAR EOC Course

English 1 is a study of the genre of literature (short stories, novel, poetry, and drama) and identification of literary elements and techniques found in these different types of literature. This course also includes a study of and practice in the writing process including research reports. The emphasis is on reading and writing and the ultimate goal is to provide each student with the capability to write responsively to both literary and expository writing prompts.

1005 ENGLISH 1 AE

CREDIT: 1
GRADE PLACEMENT: 9
PREREQUISITE: AE Guidelines Recommended/Completion of Summer Assignments
STAAR EOC Course

English 1 AE is an entry level course for college bound students who wish to study a variety of literary genres. This course stresses analysis of fiction and non-fiction selections and introduces students to a variety of writing modes. Students will also complete several projects involving research and will complete an SAT skills review. Students must complete a summer reading assignment to be determined each spring. Students may be required to purchase novels.

1002 ENGLISH 2

CREDIT: 1
GRADE PLACEMENT: 10
PREREQUISITE: English 1
STAAR EOC Course

English 2 is a continuation of the study of different genres of literature, including short stories, novels, poetry and drama. Students will learn to identify literary elements and techniques used in these different types of literature and how to better understand what they read. Students will also expand their vocabularies, further develop their writing skills through numerous essay assignments, and write a research paper. Class projects will be assigned in conjunction with the major works read in class. Emphasis will be placed on improving written responses to a variety of literary and expository prompts.

1006 ENGLISH 2 AE

CREDIT: 1
GRADE PLACEMENT: 10
PREREQUISITE: English 1 and AE Guidelines Recommended/Completion of Summer Assignments
STAAR EOC Course

In addition to regular course work in English 2, English 2 AE students cover additional novels and dramatic works. They also study a larger quantity of other literary types. Emphasis is on critical thinking and writing. Also included are creative projects, a career planning project, and a research report. Students must complete a summer reading assignment to be determined each spring. Students may be required to purchase novels.

1003 ENGLISH 3

CREDIT: 1
GRADE PLACEMENT: 11
PREREQUISITE: English 2

All eleventh grade classes will emphasize the reading and study of American literature. Emphasis will be placed on continuing development of reading and writing skills. Studies of American literature will be linked to brief reviews of historical and social developments of the nation. Essay writing of various types will be based on both personal writings and the literature assigned. A fully documented research paper is a major focus of English 3. Literature assignments will include a variety of genres.

1007 ENGLISH 3 ONRAMPS

CREDIT: 1 PER YEAR / 3 HOURS COLLEGE CREDIT PER SEMESTER POSSIBLE
GRADE PLACEMENT: 11
PREREQUISITE: English 2

This dual enrollment course is offered through the University of Texas at Austin. Students will learn and practice well-established principles of rhetoric and argumentation in order to become more effective in analyzing and producing arguments. Students will conduct research, evaluate sources, analyze arguments, understand rhetorical situations, learn to draft and revise, give and receive feedback, formulate research questions, and identify underlying values of an argument. This course will allow students to improve their ability to analyze arguments and write effective arguments of their own, skills that will assist students in their academic, professional, personal, and civic lives.
Students electing to enroll in an OnRamps course through the University of Texas at Austin must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information. The curriculum does include some mature topics and students need to be able to handle the topics and information in an academic manner.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.*

1010 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

CREDIT: 1
GRADE PLACEMENT: 11
PREREQUISITE: English 2 and AP/AE Guidelines Recommended

The AP English Language and Composition 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. Students must complete a summer reading assignment to be determined each spring. Students may be required to purchase novels.

1004 ENGLISH 4

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: English 3

This course is designed for both the college bound and the non-college bound student. It includes a survey of British history and literature beginning with the Anglo-Saxon age. Development of critical thinking skills and practice with the composing process are emphasized. A fully documented research paper is a major focus of English 4.

1014 ENGLISH 4 COLLEGE READINESS

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: English 3

English 4 College Readiness is taken in conjunction with ENG IV for students that have not displayed college readiness. This course will focus on developing foundational skills in Reading, Writing, and Grammar that are essential for success in entry-level English college courses as well as for successful completion of the TSIA2 English assessment.

1020 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: English 3 or AP English Language and Composition and AP/AE Guidelines Recommended/Completion of Summer Assignments

The AP English Literature and Composition 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. Students must complete a summer reading assignment to be determined each spring. Students may be required to purchase novels.

1008 & 1009 DUAL CREDIT ENGLISH 4

CREDIT: .5 PER SEMESTER/ 3 HOURS COLLEGE CREDIT PER SEMESTER
GRADE PLACEMENT: 12
PREREQUISITE: Blinn entrance requirements and senior classification
NOTE: TSI recommended

ENG 1301 – 1 semester course – offered 1st semester only
• A course devoted to developing students' writing skills
• Emphasis on composition, ranging from 5-7 paragraphs in length (500-750 words)
• Accelerated review of sentence structure, usage and punctuation
• Fulfills one-half credit of English 4A
• A requirement Blinn core curriculum course, three (3) Blinn College semester hours credit
• May provide students with the same college credit as a qualifying score on the AP English Language Exam.
Check with college/university policies before enrolling

ENG 1302 – 1 semester course – offered 2nd semester only
• Continuation of Blinn English 1301
• Emphasis on persuasive and analytical techniques, stylistic devices, and research
• Fulfills one-half credit of English 4B requirement
• Blinn core curriculum course, three (3) Blinn College semester hours credit
• May provide students with the same college credit as a qualifying score on the AP English Language Exam. Check with college/university policies before enrolling

**Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.*

9122 PROFESSIONAL COMMUNICATIONS

CREDIT: .5 SPEECH CREDIT
GRADE PLACEMENT: 9-12
PREREQUISITE: None

Professional communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.
NOTE: Speech credit is required for graduation for students through the Class of 2024. Beginning with the Class of 2025 students will not be required to take a speech credit for graduation.

MATHEMATICS

Required: 4 Credits
Credits must include: Algebra 1, Geometry, and 2 advanced math courses

Students should take math courses in sequence listed below since the skills in one course build upon skills mastered in previous courses. Therefore, it is important that when registering for courses, students pay careful attention to prerequisite courses and teacher recommendations.

8th	9th	10th	11th	12th
8th Grade Math	Algebra 1	Geometry	Statistics	Algebra 2 College Readiness
8th Grade Math	Algebra 1	Geometry	Statistics	Algebra 2
8th Grade Math	Algebra 1	Geometry/Geometry AE and Algebra 2/Algebra 2 AE	Pre-Calculus AE	AP Calculus, AP Statistics, and/or College Algebra
Algebra 1	Geometry AE	Algebra 2 AE	Pre-Calculus AE	AP Calculus, AP Statistics, and/or College Algebra
Algebra 1	Geometry AE	Algebra 2 AE	Pre-Calculus AE and AP Statistics	AP Calculus and/or College Algebra

Depicts preferred course sequences

2001 ALGEBRA 1

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None
STAAR EOC Course

Algebra 1 is a mathematics course to continue, expand, and challenge the students in mathematical skills in concrete, abstract, and real world situations. The course involves concepts through the real number system. The course offers an expansion of several properties of math. Students solve equations and inequalities and graph the solutions on a number line. Linear equations will be graphed on a coordinate plane. Systems of equations and inequalities will be studied up to two variable situations. The study of functions and quadratic functions will be covered. An expanded study of exponents, factoring, and square roots will also be covered. The use of a graphing calculator will be used in a variety of ways. A good understanding of the four operations of math is a definite plus to the student.

2006 GEOMETRY

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Algebra 1

This is a standard Euclidean geometry course that provides experiences for students to understand geometric shapes and their properties by beginning with the Language of Geometry followed by deductive reasoning and the Logic of Geometry. Spatial reasoning is used through the introduction and study of the basic geometric shapes and their properties followed by parallelism, congruent triangles, inequalities in triangles, quadrilaterals, similarity, right triangles, circles, constructions and loci, area of plane figures, area and volume of solids, coordinate and transformational geometry. Sequential development and the ability to formulate and analyze problems are encouraged through the use of formal deductive proofs and algebra skills to solve geometric problems.

2007 GEOMETRY AE

CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: Algebra 1, AE Guidelines Recommended

Geometry AE is designed for students showing an advanced aptitude for mathematics. This course offers a more in-depth view of Geometry and will be conducted at an accelerated pace from regular Geometry. The level of instruction/curriculum will focus on preparing the student for Advanced Placement courses.

2004 ALGEBRA 2

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Algebra 1, Geometry (taken concurrently or completed previously)

Algebra 2 is a continuation and an expansion of the basic principles that are studied in Algebra 1. Course content includes the study of relations and functions, irrational and complex numbers, polynomials, quadratic equations, rational expressions, conic sections, logarithms, matrices, and probability.

2005 ALGEBRA 2 AE

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Algebra 1, Geometry (taken concurrently or completed previously)/AE Guidelines Recommended

Algebra 2 AE is designed for students showing an advanced aptitude toward mathematics. This course offers a more in-depth view of Algebra 2 and will be conducted at an accelerated pace from regular Algebra 2. The level of instruction/curriculum will focus on preparing the student for Advanced Placement courses.

2002 ALEGERA 2 COLLEGE READINESS

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: Algebra 1 and Geometry

Algebra 2 College Readiness is taken in conjunction with Algebra 2 for students that have not displayed college readiness. The course will focus on strengthening numeracy, algebraic reasoning, and developing understanding of functional relationships that are essential for success in entry-level mathematics college courses as well as for successful completion of the TSIA2 mathematics assessment.

2009 PRE-CALCULUS

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Algebra 2 and Geometry

The course content encompasses functions and graphing techniques, conics, trigonometric functions, exponential and logarithmic equations, polynomial functions, sequences and series, polar coordinates, and vectors. Geometry concepts and algebra skills are used throughout the course.

2010 PRE-CALCULUS AE

CREDIT: 1
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Algebra 2 and Geometry /AE Guidelines Recommended

Pre-Calculus AE is designed for students demonstrating an advanced aptitude for mathematics. Only students planning to take AP Calculus AB should enroll in this class. This course offers a more in-depth view of pre-calculus and will be conducted at an accelerated pace from regular pre-calculus. The level of instruction/curriculum will focus on preparing the student for Advanced Placement courses.

2017 STATISTICS

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Algebra 1, Geometry, & Algebra 2

This course will cover various statistical processes. Students will explore categorical and quantitative data using various graphical, numeric, and visual representations. Bivariate data will also be analyzed using scatterplots and regression lines. Students will plan sample surveys, carry out well-designed experiments, and communicate results using statistical vocabulary. These results will be utilized to draw inferences about the larger population. The idea of mathematical probability will also be covered.

2016 ADVANCED PLACEMENT STATISTICS

CREDIT : 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Algebra 2, concurrent enrollment or previous completion of Pre-calculus, and AE/AP Guidelines Recommended

AP Statistics is built around four main topics: exploring data, planning a study, understanding probability theory and acquiring critical inferential reasoning skills. The course includes preparation for the Advanced Placement Statistics examination.

2011 ADVANCED PLACEMENT CALCULUS AB

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: Pre-Calculus and AE/AP Guidelines Recommended

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). Calculus AB is a course in introductory calculus with elementary functions.

2012 & 2013 COLLEGE ALGEBRA ONRAMPS

CREDIT: .5 PER SEMESTER/ 3 HOURS COLLEGE CREDIT - MATH 1314
GRADE PLACEMENT: 12
PREREQUISITE: Algebra 2

This dual enrollment course is offered through the University of Texas at Austin. In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. There is a fee associated with this course. Cost will be communicated to students as soon as the university releases the information.

SCIENCE

Required: 4 Credits
Credits must include: Biology, IPC, and 2 advanced sciences or Biology and 3 advanced sciences

9th	10th	11th	12th
Integrated Physics and Chemistry (IPC)	Biology	Physics	Advanced 4th Science
Biology AE	Chemistry AE	Physics AE	AP Physics AP Biology AP Environ. Science Advanced 4th Science

Depicts preferred course sequences

4001 INTEGRATED PHYSICS AND CHEMISTRY

CREDIT: 1
GRADE PLACEMENT: 9-10 provided the student has not received credit for chemistry or physics

Integrated Physics and Chemistry is a laboratory course involving two major branches of science: chemistry and physics. In this course, students will learn about chemical changes, the periodic table, nuclear chemistry, motion, forces, heat energy, electricity, magnetism, sound and light. Success in the course will require the use of algebra in problem solving. IPC will give students a solid foundation to be successful in later science and math classes. IPC may not be the fourth or final science credit.

4002 BIOLOGY

CREDIT: 1
GRADE PLACEMENT: 9-10
PREREQUISITE: None
STAAR EOC Course

This course provides a general introduction to biological organisms using a phylogenetic approach. The course of study will include application of scientific method, the structure and function of cells and DNA, the laws of genetics, biological evolution, growth and development of organisms, classification of living organisms, and ecosystems. Laboratory procedures will include the proper use of the microscope and dissection of organisms.

4003 BIOLOGY AE

CREDIT: 1
GRADE PLACEMENT: 9 - 10
PREREQUISITE: AE Guidelines Recommended
STAAR EOC Course

Biology AE includes all of the material covered in biology, and also incorporates conceptual questions, additional laboratory and research skills as well as outside projects. The level of instruction/curriculum will focus on preparing the student for AP Biology.

4004 ADVANCED PLACEMENT BIOLOGY

CREDIT: 1
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Biology and Chemistry/AE/AP Guidelines Recommended

The AP Biology course is designed to be the equivalent of a two-semester college introductory course, usually taken by biology majors during their first year. This course is significantly different from the freshmen biology course with respect to the type of textbook, the range and depth of the topics covered, the laboratory work and the time and effort needed by the students. This course is very rigorous, but also very interesting and exciting. This class is conducted at a college level and students are expected to work accordingly. AP Biology emphasizes cell origin, structure and chemistry, basic cellular physiology, genetics, diversity, evolutionary relationships and physiology of living organisms. Laboratories are designed to provide experience in investigative techniques and problem solving. Students will be encouraged to take the Advanced Placement Biology examination. *There is a summer assignment required for this course.*

4005 CHEMISTRY

CREDIT: 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Biology and Algebra 1

Chemistry is a mathematically-based, lab-oriented course which includes a study of the following topics: measurement systems, atomic structures, chemical bonding, writing formulas, chemical equations, gas laws, stoichiometry, and organic chemistry. Success in the class will require memorization as well as problem-solving.

4006 CHEMISTRY AE

CREDIT: 1
GRADE PLACEMENT: 10 - 11
PREREQUISITE: Algebra 1/Biology /AE Guidelines Recommended

Chemistry 1 AE will offer a more in-depth view of regular chemistry with a heavy emphasis on Algebra 2 mathematics skills. Enrollment in this course is contingent upon meeting the requirements for entry into AE courses. The level of instruction/curriculum will focus on preparing the student for AP Chemistry.

4007 PHYSICS

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Algebra 1 and Geometry

IPhysics is a general study of physical science. Major topics include: forces, motion, energy, momentum, waves, electricity, and magnetism. A hands-on approach to investigations is emphasized to connect content with science process skills. Concepts are developed conceptually and are supported with mathematical calculations throughout the course.

4008 PHYSICS AE

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Algebra 1 and Geometry/AE Guideline Recommendations

The Physics AE topics and objectives are essentially the same as Physics. These topics, investigation, and studies will be covered in greater depth, intensity, and with higher academic expectations. The level of instruction/curriculum will prepare the student for AP Physics.

4020 ADVANCED PLACEMENT PHYSICS I

CREDIT: 1
GRADE PLACEMENT: 12
PREREQUISITE: AE Physics and Pre-calculus, AE/AP Guidelines Recommended, concurrent enrollment in AP Calculus highly recommended

In Physics AP, students develop mathematical models of the physical world, including motion, forces, work and energy, thermodynamics, electricity and magnetism and nuclear physics. These concepts will be addressed both conceptually and mathematically through more advanced problem solving, lab investigations and take-home projects. Physics AP should be taken with or after pre-calculus. It is recommended for those college-bound students considering careers in math, science, medicine, engineering, architecture, or computer science. The course will prepare students to take the Advanced Placement Physics I examination. *There is a summer assignment for this course.*

4011 ENVIRONMENTAL SYSTEMS

CREDIT: 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Biology and IPC or Chem

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.

9006 ADVANCED ANIMAL SCIENCE

CREDIT: 1 (4th SCIENCE CREDIT)/4 HOURS COLLEGE CREDIT POSSIBLE (ANSC 1319 &1119)
GRADE PLACEMENT: 12
PREREQUISITE: Biology and Chemistry or IPC and Prior enrollment in Livestock Production, Equine Science, or Veterinary Medical Applications

This dual enrollment course is offered through theTarleton State University. 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. Animal species to be addressed in this course may include, but are not limited to, beef cattle, swine, sheep, goats, and poultry.
Students electing to enroll in a dual enrollment course through Tarleton State University must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the University releases the information.*

9020 ADVANCED PLANT AND SOIL SCIENCE

CREDIT: 1 (4th SCIENCE CREDIT)
GRADE PLACEMENT: 12
PREREQUISITE: Minimum of one credit from the courses in the Agriculture, Food and Natural Resources Career Cluster. Recommended: Horticulture Science, Floral Design, or Landscape Design and Management

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil sciences.

9356 ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

CREDIT: 1 (4th SCIENCE CREDIT)
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Biology required, Chemistry recommended

In Anatomy and Physiology of Human Systems, students will study the systems of the human body. Students will learn the components of these systems and how they relate to each other and to the whole body. Laboratory investigations will include dissections. Success in the class will require memorization and problem-solving skills.

4024 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

CREDIT: 1 (4th SCIENCE CREDIT)
GRADE PLACEMENT: 12
PREREQUISITE: AP/AE Guidelines Recommended

AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

4022 EARTH SYSTEMS SCIENCE

CREDIT: 1 (4th SCIENCE CREDIT)
GRADE PLACEMENT: 12
PREREQUISITE: Algebra 1 and two credits of science
The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

SOCIAL STUDIES

Required: 2.5 Credits
Credits must include: World Geography or World History, US History, and Government

9th	10th	11th	12th
World Geography	World History	US History	Government
World Geography AE	World History AE World History AP	AP US History Dual Credit US History	AP Government Dual Credit Government

Depicts preferred course sequences

3001 WORLD GEOGRAPHY

CREDIT: 1
GRADE PLACEMENT: 9-10
PREREQUISITE: None

This course is designed to give the student a whole perspective of the world they live in and the relationship they as humans share with their environment. Students will become aware of the regional divisions of the globe, the countries of these regions, as well as major physical features, climates, location, governments, economic activities, and cultural relationships. The five themes of geography, location, place, region, human-environment interaction, and movement, will serve as the guide for these studies. Mastery of world geography skills content will be measured through tests, independent study projects, and group projects.

3002 WORLD GEOGRAPHY AE

CREDIT: 1
GRADE PLACEMENT: 9
PREREQUISITE: AP/AE Guidelines Recommended

This course offers a more rigorous and in-depth study of World Geography. Students will need good writing skills, and reading outside of class will be required. Higher level and critical thinking skills will be addressed through studies that require students to create, analyze, synthesize, and evaluate geographical information.

3003 WORLD HISTORY

CREDIT: 1
GRADE PLACEMENT: 9-10
PREREQUISITE: None

This course is designed to give students the opportunity to learn about the major historical developments from the earliest civilization to the twentieth century. Students will concentrate on a number of skill areas. The class will combine history and geography and will place emphasis on map-reading, as well as the study of ancient, medieval, and modern history.

3004 WORLD HISTORY AE

CREDIT: 1
GRADE PLACEMENT: 10
PREREQUISITE: AP/AE Guidelines Recommended

This course offers a more rigorous and in-depth study of World History. Students will need good writing skills, and reading outside of class will be required. Higher level and critical thinking skills will be addressed through studies that require students to create, analyze, synthesize, and evaluate historical information

3006 ADVANCED PLACEMENT WORLD HISTORY

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: AP/AE Guidelines Recommended

This course is comparable to a college level course. The course focuses on developing students' understanding of world history from approximately 1200 C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes during several historical periods. Students will develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides themes that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. This course is rigorous, fast paced, and requires extensive reading and writing.

3005 UNITED STATES HISTORY

CREDIT: 1
GRADE PLACEMENT: 11
PREREQUISITE: None
STAAR EOC Course

In this course, students will study the history of the United States from 1877 to the present. Historical content focuses on the political, economic, and social events during this time period. The students will also study issues related to industrialization and urbanization, major wars, domestic and foreign policies, as well as major reform eras like the civil rights movement.

3020 ADVANCED PLACEMENT UNITED STATES HISTORY

CREDIT: 1
GRADE PLACEMENT: 11
PREREQUISITE: AP/AE Guidelines Recommended
STAAR EOC Course

This course is comparable to a college level course. This course will offer a more in-depth study of United States history. Higher level and critical thinking skills will be addressed through studies which require students to create, produce, analyze, synthesize, and evaluate. Students will prepare to take the Advanced Placement U. S. History examination and possibly receive college credit. The course is rigorous, fast paced, and requires extensive reading and writing.

3007 & 3009 U.S. HISTORY DUAL CREDIT

CREDIT: .5 high school credit per semester/3 hours Blinn College Credit (HIST 1301 & 1302) per semester
GRADE PLACEMENT: 11
PREREQUISITE: Blinn College entrance requirements
NOTE: TSI recommended

STAAR EOC Course

This is a college-level course taught through Blinn College in which the first semester traces the American nation from the English colonization to the close of the Civil War through Reconstruction. The second semester covers from the end of Reconstruction to the present. Students will receive six (6) hours of college credit at Blinn College
**Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.*

3008 UNITED STATES GOVERNMENT

CREDIT: .5
GRADE PLACEMENT: 12
PREREQUISITE: U. S. History

This course is designed to give students an understanding of the background, creation, and history of government brought into being by our constitution. It will focus on such principles as representative democracies, popular sovereignty, limited government, separation of powers, checks and balances, federalism and judicial review. Students will also develop skills helpful in becoming responsible, active citizens.

3022 ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS

CREDIT: .5
GRADE PLACEMENT: 12
PREREQUISITE: U. S. History and AP/AE Guidelines Recommended

This course is comparable to a college level course. The course introduces students to key political ideas, institutions, policies, interactions, roles and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course is rigorous, fast paced, and requires extensive reading and writing.

3010 DUAL CREDIT GOVERNMENT

CREDIT: .5 high school/3 hours Blinn College Credit (GOVT 2305)
GRADE PLACEMENT: 12
PREREQUISITE: Blinn College entrance requirements
NOTE: TSI recommended

This is a college-level course taught through Blinn College in which the student studies national, state and local government systems, theories of political thought and principles of American democracy. Upon successful completion of this course, students will receive three (3) hours of college credit at Blinn College and will satisfy Sealy ISD government requirements for graduation.
**Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.*

ECONOMICS

Required: .5 Credit
Credits must include: Economics

9th	10th	11th	12th
			Personal Financial Literacy and Economics AP MacroEconomics Dual Credit Economics

3011 ECONOMICS

CREDIT: .5
GRADE PLACEMENT: 12
PREREQUISITE: None

This course deals with micro and macro economics, economic systems, decision making, economic institution competition and market structures, supply and demand, banking, world trade, fiscal and monetary policy.

3012 PERSONAL FINANCIAL LITERACY AND ECONOMICS

CREDIT: .5
GRADE PLACEMENT: 12
PREREQUISITE: None

In this engaging and interactive course, students will develop essential financial skills to navigate the complexities of personal finance. Through real-world scenarios and hands-on activities, we will explore topics such as budgeting, saving, investing, credit management, and financial decision-making. Students will learn how to create and manage a budget, understand the importance of credit scores, and make informed investment choices. By the end of the course, students will be empowered with the knowledge and tools to build a secure financial future and make sound financial decisions throughout their lives.

3024 ADVANCED PLACEMENT MACROECONOMICS

CREDIT: .5
GRADE PLACEMENT: 12
PREREQUISITE: AP/AE Guidelines Recommended

This course is comparable to a college level course. The course focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course is rigorous, fast paced, and requires extensive reading.

3013 DUAL CREDIT ECONOMICS

CREDIT: .5 high school/ 3 hours Blinn College credit (ECON 2031)
GRADE PLACEMENT: 12
PREREQUISITE: Blinn College entrance requirements
NOTE: TSI recommended

This is a college-level course taught through Blinn College for one semester. It is a study of the principles of economics that apply to an economic system as a whole. Upon successful completion of the course, students will receive three (3) hours of college credit at Blinn College and will satisfy Sealy ISD economics requirements for graduation.
**Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.*

PHYSICAL EDUCATION / ATHLETICS

PHYSICAL EDUCATION

Girls	Boys
6003 – Lifetime Fitness and Wellness	**6004 – Lifetime Fitness and Wellness**

CREDIT: .5- 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

This course is designed to build a foundation for personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of concepts needed to achieve lifetime wellness. They will also participate in a variety of physical activities to understand how to attain personal fitness and lifetime wellness.
Note: Students may only take two years of physical education at the high school.

6005 – Skill Based Lifetime Activities	**6008 – Skill Based Lifetime Activities**

CREDIT: .5- 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a lifelong activities that include sending an object toward a target; striking and fielding games are activities in which students striking an object in order to score points within a game; fitness activities that provide opportunities for students to apply fitness principles to accomplish an objective; rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm; and innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.
Note: Students may only take two years of physical education at the high school.

ATHLETICS

Girls Athletics	Boys Athletics
6010 – 1st year	**6020 – 1st year**
6011 – 2nd year	**6021 – 2nd year**
6012 – 3rd Year	**6022 – 3rd year**
6013 – 4th year	**6023 – 4th year**

Girls Soccer	Boys Soccer
6040 – 1st year	**6050 – 1st year**
6041 – 2nd year	**6051 – 2nd year**
6042 – 3rd year	**6052 – 3rd year**
6043 – 4th year	**6053 – 4th year**

CREDIT: .5- 1

All athletes, to be eligible to participate in athletics, must pass all subjects during the current six-week period. There is a three-week suspension from participation in athletic events with any failing report. NO PASS, NO PLAY. If a student athlete is not eligible for a semester, they may be subject to dismissal from the program. An athlete, who fails to participate in an athletic event throughout the year due to ineligibility, will be dismissed from the program.
All athletes must participate in two sports or have the approval of the Athletic Director to participate in sports after school only.

Trainer

6030 – 1st year
6031 – 2nd year
6032 – 3rd year
6033 – 4th year
CREDIT: .5- 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: None

All trainers, to be eligible to participate, must pass all subjects during the current six-week period. There is a three-week suspension from participation at athletic events with any failing report. NO PASS, NO PLAY. If a student trainer is not eligible for a semester, they may be subject to dismissal from the program. Trainers are expected to work at after school events throughout the years assigned by the trainer. Main responsibility is care and injury prevention of athletes.

4030 Health

CREDIT: .5
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
In Health, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

4031 ADVANCED HEALTH

CREDIT: .5
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Health

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
In Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

LANGUAGES OTHER THAN ENGLISH

1062 SPANISH 1

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

A full year course designed to teach the basic concepts of the Spanish language. The four language skills, listening, speaking, reading, and writing, are developed through the study of basic grammar and linguistics and the study of some history and culture of the Hispanic world.

1063 SPANISH 2

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Spanish 1

This class is a continuation of Spanish 1 with more emphasis placed on grammatical structure and verb tense to improve comprehension skills. Students will learn the language in more intricate detail. Increased emphasis is placed on speaking and writing.

1064 SPANISH 3 AE

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Spanish 2 and AE Guidelines Recommended

The Spanish 3 AE course provides the opportunity for a more detailed study of the language and culture. Students will work on developing a broader base in their spoken and written communication in the target language. Students will be introduced to Hispanic literature through magazine articles, short stories, and poetry. Cultural awareness is enhanced through independent and group projects. Emphasis is placed on oral competency.

1072 ADVANCED PLACEMENT SPANISH LANGUAGE

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Spanish 3 AE and AE Guidelines Recommended

AP Spanish Language gives the student the opportunity to comprehend formal and informal spoken Spanish. Emphasis is placed on the student's ability to compose expository passages and to express ideas orally with accuracy and fluency. The acquisition of vocabulary and a grasp of structures allow the student to read newspapers, magazine articles, and literature with ease and accuracy.

1080 SPANISH FOR SPANISH SPEAKERS 1 (semester 1)/1081 SPANISH FOR SPANISH SPEAKERS 2 (semester 2)

CREDIT: 2 Credits in one year
GRADE PLACEMENT: 9-12
PREREQUISITE: Language Assessment Test

This course is designed for Spanish speakers who do not require emphasis placed on oral language skills. Concentration is placed on reading, writing and grammar skills. In addition, TEKS objectives within the Spanish curriculum are emphasized which will transfer to the English language. Students are encouraged to continue the study of their native language and build pride in their ethnic heritage.

FINE ARTS

THEATRE

5050 THEATRE ARTS 1

CREDIT: .5- 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

This course introduces the student to acting through mime, improvisation, prepared performance, script analysis, theatre history, musical theatre and film. This class is open to anyone who wants to learn more about theatre. Students should be aware that enrollment in this class requires them to perform in front of an audience and attend live theatre.

5051 THEATRE ARTS 2 - *Prereq Theatre Arts 1*
5053 THEATRE ARTS 3 - *Prereq Theatre Arts 2*
5055 THEATRE ARTS 4 - *Prereq Theatre Arts 3*

CREDIT: .5- 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Courses must be taken in sequential order following Theatre Arts 1

Students enrolled in advanced theatre classes will experience a greater depth of theatre study. Students will explore script writing, theatre history, production roles, technical theatre and advanced acting techniques. Students should be aware that enrollment in this class requires them to perform in front of the class and attend live theatre.

5054 THEATRE PRODUCTION 1 - *Prereq Theatre Arts 1*
5055 THEATRE PRODUCTION 2 - *Prereq Theatre Production 1*
5056 THEATRE PRODUCTION 3 - *Prereq Theatre Production 2*
5057 THEATRE PRODUCTION 4 - *Prereq Theatre Production 3*

CREDIT: .5- 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Theatre Arts 1 / Application Required

This course revolves around the Tiger Stage Company production schedule. All students enrolled in Theatre Production 2 - 4 must have a role in each show being produced by Tiger Stage Company throughout the year, including the musical. The roles may be acting or technical. This is an ideal course for students active in Tiger Stage Company. Students must complete a minimum of 18 hours of outside theatre work per 9 weeks. Theatre Production 2 - 4 and Theatre Arts 2 - 4 may be taken concurrently.

5060 TECH THEATRE 1 - *Prereq Theatre 1*
5061 TECH THEATRE 2 - *Prereq Tech Theatre 1*
5062 TECH THEATRE 3 - *Prereq Tech Theatre 2*
CREDIT: .5- 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Theatre Arts 1/Application

This course is designed to give an overview of the behind-the-scenes workings of the stage. Students will work with a variety of tools, paint, and machinery to create stage settings, costumes, lighting effects, sound effects, and publicity information.

5064 DUAL CREDIT INTRODUCTION TO THEATRE

CREDIT: 1 / 3 HOURS COLLEGE CREDIT - DRAM 1310
GRADE PLACEMENT: 11 & 12
PREREQUISITE: Blinn entrance requirements
NOTE: TSI recommended

This course is a survey of theatre including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Students will demonstrate competency through written assessments and prepared in-class performances. Students will perform in the annual musical as a requirement for this class. This course will next be offered in 26-27.
*Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.

5065 DUAL CREDIT INTRO TO FILM

CREDIT: 1 / 3 HOURS COLLEGE CREDIT - DRAM 2366
GRADE PLACEMENT: 11 & 12
PREREQUISITE: Blinn entrance requirements
NOTE: TSI recommended

This course helps students develop skills in film production and analysis. Students learn vocabulary of film form and how to construct arguments about the meaning of a film's images and sounds. They also learn how a film structures and achieves its meanings. Students will perform in the annual musical and create a short film as a requirement of this class. This course will be offered in 26-27.
*Students are responsible for the course fees and the purchase of textbooks for each semester. Payments are made directly to Blinn College.

ART

5001 ART 1 (INTRODUCTORY)

CREDIT: .5- 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

The Art 1 course introduces the student to a wide variety of materials and methods which will be used to create works of art. The student will learn and use basic art related terminology associated with each area of focus. Special emphasis will be given to art history and the formal elements and principles of design. Students will also have the opportunity to compete in various art competitions throughout the school year.

5002 ART 2 (INTERMEDIATE) - Painting

CREDIT: .5- 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Art 1

The Art 2 class is a more in-depth version of the Art 1 experience, with a focus on painting. Art projects deal with a variety of materials and methods; however, the student is expected to develop an artistic style and corresponding concentration representative of a more advanced artistic view. Students will have the opportunity to compete in various art competitions throughout the school year.

5003 ART 3 (ADVANCED)
5004 ART 4 (ADVANCED)

CREDIT: .5- 1
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Art 2

The Art 3/4 experience is an advanced exploration of visual art geared toward the student considering an art related career. Projects will be created in a variety of media with an emphasis on creativity and a well developed personal style. Students will have the opportunity to participate in a number of art competitions. Throughout the year the student will assemble a portfolio of work for future college or AP submission.

5005 ADVANCED PLACEMENT 2-DIMENSIONAL DESIGN PORTFOLIO

CREDIT: 1
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Art 1 and Art 2 / Teacher Recommendation

This course is intended to address a very broad visual interpretation of two-dimensional (2-D) design ideas. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. This course enables the student to create and assemble a three-part portfolio of work for submission to the College Board Advanced Placement 2-D Design exam.

5007 ADVANCED PLACEMENT STUDIO ART: DRAWING

CREDIT: 1
GRADE PLACEMENT: 11 - 12
PREREQUISITE: Art 1 and 2 / Teacher Recommendation

This course is designed to address a very broad interpretation of drawing issues utilizing a variety of media, art styles, and techniques. The course enables the student to create and assemble a three-part portfolio of work for submission to the College Board Advanced Placement Drawing exam.

BAND

5010 BAND 1
5011 BAND 2 - *PREREQ BAND 1*
5012 BAND 3 - *PREREQ BAND 2*
5013 BAND 4 - *PREREQ BAND 3*
CREDIT: .5 - 1 per year
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Application / Audition

The Sealy High School Band Program consists of the Marching Band and two Concert Bands. These two concert bands are divided into a Varsity and a Non-Varsity Band by ability level and determined by an audition that takes place in the Fall and Spring Semester.
The main focus of the band is to perform and compete as a group in many activities during the school year, including football games, UIL Contests, and Local concerts. Individual musicians are challenged to go beyond the group setting and compete in the ATSSB All-State audition process as well as UIL Solo and Ensemble Contest.
Two fall semesters of band does fulfill the P.E. requirement for graduation. Two spring semesters fulfill the Fine Arts requirement for graduation. Following the first two years, courses count as an elective Fine Art credit.

5018 PERCUSSION/COLOR GUARD 1
5019 PERCUSSION/COLOR GUARD 2 - *PREREQ PERCUSSION/COLOR GUARD 1*
5020 PERCUSSION/COLOR GUARD 3 - *PREREQ PERCUSSION/COLOR GUARD 2*
5021 PERCUSSION/COLOR GUARD 4 - *PREREQ PERCUSSION/COLOR GUARD 3*
CREDIT: .5 – 1 per year
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Must be enrolled in Band 1-4

The Percussion section and Colorguard are determined by audition which takes place in mid to late April every spring semester. In the Spring semester, the Percussion section is divided into a Varsity and a Non-Varsity section by ability level and determined by an audition. These will perform as part of its respective band.
All Colorguard members will participate in WINTERGUARD during the Spring Semester and placement into the performing ensemble is also done by audition.
The main focus of the band is to perform and compete as a group in many activities during the school year, including football games, UIL Contests, and Local concerts. Individual musicians are challenged to go beyond the group setting and compete in the ATSSB All-State audition process as well as UIL Solo and Ensemble Contest.
Two fall semesters of band does fulfill the P.E. requirement for graduation. Two spring semesters fulfill the Fine Arts requirement for graduation. Following the first two years, courses count as an elective Fine Art credit.

CHOIR

GIRLS
5030-1ST YEAR
5031-2ND YEAR - PREREQ CHOIR 1 and audition with High School Choir Director
5032-3RD YEAR - PREREQ CHOIR 2 and audition with High School Choir Director
5033-4TH YEAR - PREREQ CHOIR 3 and audition with High School Choir Director

BOYS
5035-1ST YEAR
5036-2ND YEAR - PREREQ CHOIR 1 and audition with High School Choir Director
5037-3RD YEAR - PREREQ CHOIR 2 and audition with High School Choir Director
5038-4TH YEAR - PREREQ CHOIR 3 and audition with High School Choir Director

CREDIT: .5- 1 per year
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Application / Audition

This class is designed to discover and develop students' vocal abilities. Students will not only be involved in classroom activities but also U.I.L. competition, including solo and ensemble, and seasonal concerts.

5066 MUSICAL THEATRE

CREDIT: 1 per year
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Theatre 1, Choir 1, or Junior High Musical Theatre

Musical Theatre is an engaging, performance-based course that combines the art forms of acting, singing, and dance. Students will explore the history, structure, and styles of musical theatre while developing essential performance skills through solo and ensembling work. The course emphasizes vocal technique, character development, movement, and storytelling through song. Students will analyze musical scripts, study influential composers and choreographers, and participate in projects and performances that reflect the collaborative nature of the art form.
Students will perform in the SHS annual musical as well as additional concert/cabaret/community performances.

MUSIC

5022 APPLIED MUSIC 1
5023 APPLIED MUSIC 2 - PREREQ APPLIED MUSIC 1
5024 APPLIED MUSIC 3 - PREREQ APPLIED MUSIC 2
5025 APPLIED MUSIC 4 - PREREQ APPLIED MUSIC 3

CREDIT: .5- 1 per year
GRADE PLACEMENT: 10 - 12
PREREQUISITE: Application / Audition and one year of choir or band participation

Applied Music is an advanced, college preparatory music course. Class time is divided among music theory, music history, and individual instruction. All students enrolled are encouraged to take private lessons throughout the year, and must compete in the All-Region process in the fall semester and U.I.L. Solo and Ensemble Contest in the spring.

CTE

9017 PRINCIPLES AND ELEMENTS OF FLORAL DESIGN

CREDIT: 1 FINE ARTS CREDIT
GRADE PLACEMENT: 10-12
PREREQUISITE: None

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

CAREER AND TECHNICAL EDUCATION

Sealy ISD proudly offers a wide variety of Career and Technical Education courses. Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Each of our CTE programs of study offer one or more Industry Based Certifications. A certification is a validation that an individual possesses certain skills, usually related to an occupation and measured against a set of accepted standards. An individual earns a certification by successfully passing a test or battery of tests. Earning an Industry Based Certification Is one of multiple ways students can prove they are College, Career, and Military Ready for A-F accountability.

Sealy ISD currently offers eleven programs of study. Programs of Study go into effect for the 2020-2021 school year and will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century (Perkins V). Course sequences within the approved programs of study align with occupations that meet labor market criteria, projected job growth and annual job openings. Programs of Study align to endorsements and lead to postsecondary education and training opportunities. To complete a program of study, students must take 3 or more courses for 4 or more credits within an approved Program of Study.

When course requests exceed the number of available seats, priority will be given to students who are actively pursuing the corresponding program of study. If requests continue to surpass capacity after this consideration, a lottery system will be implemented. Each student who requested the course will be randomly assigned a number, and enrollment will be offered based on the number of available seats. Students not initially selected will be placed on a waitlist in the order that was randomly assigned and offered enrollment if additional seats become available.

Sealy ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Executive Director of Human Resources, 939 Tiger Lane, Sealy, TX 77474, 979-885-3516, HR@sealyisd.com

El distrito escolar de Sealy no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Director Ejecutivo de Recursos Humanos, 939 Tiger Lane, Sealy, TX 77474, 979-885-3516, HR@sealyisd.com

Sealy ISD Nondiscrimination Statement

CAREER AND TECHNICAL EDUCATION
BUSINESS & INDUSTRY ENDORSEMENT
AGRICULTURE, FOOD, AND NATURAL RESOURCES: ANIMAL SCIENCE

Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	
Level 3	Livestock Production
Level 4	Advanced Animal Science Veterinary Medical Applications Practicum of Agriculture, Food, and Natural Resources

9001 PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
CREDIT: 1
GRADE PLACEMENT: 9 (recommended to enroll in 9th grade as a foundation course)
PREREQUISITE: None

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

9002 LIVESTOCK AND POULTRY PRODUCTION
CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Principles of Agriculture

In Livestock and Poultry Production, students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock and poultry systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

9005 VETERINARY SCIENCE
CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Equine Science, Small Animal Production, Livestock Production or teacher approval

Veterinary Science covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must 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.This course will next be offered in 27-28.

9006 ADVANCED ANIMAL SCIENCE

CREDIT: 4th SCIENCE CREDIT/4 HOURS COLLEGE CREDIT POSSIBLE - ANSC 1319 & ANSC 1119
GRADE PLACEMENT: 12
PREREQUISITE: Biology and Chemistry or IPC and Prior enrollment in Livestock Production, Equine Science, or Veterinary Medical Applications

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students must meet the 40% laboratory and fieldwork requirement. Note: This course satisfies a high school science graduation requirement.

This dual enrollment course is offered through theTarleton State University. 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. Animal species to be addressed in this course may include, but are not limited to, beef cattle, swine, sheep, goats, and poultry.
Students electing to enroll in a dual enrollment course through the Tarleton State University must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.*

9024 PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

CREDIT: 2 or 3 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to 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.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

AGRICULTURE, FOOD, AND NATURAL RESOURCES: PLANT SCIENCE

Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	
Level 3	Floral Design
Level 4	Advanced Floral Design Advanced Plant and Soil Science Practicum of Agriculture, Food, and Natural Resources

9001 PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

CREDIT: 1
GRADE PLACEMENT: 9 (recommended to enroll in 9th grade as a foundation course)
PREREQUISITE: None

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

9017 FLORAL DESIGN

CREDIT: 1 FINE ARTS CREDIT
GRADE PLACEMENT: 10-12
PREREQUISITE: Recommended Principles of Agriculture, Food, and Natural Resources

Floral Design is designed to develop students' ability to identify and demonstrate the elements and principles of floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions of and appreciation for the contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Note: This course satisfies the fine arts graduation requirement.

9038 ADVANCED FLORAL DESIGN

CREDIT: 1 FINE ARTS CREDIT
GRADE PLACEMENT: 11-12
PREREQUISITE: Floral Design

In Advanced Floral Design, students gain advanced knowledge and skills specifically needed to enter the workforce as floral designers or as freelance floral event designers, with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design. Students build on the knowledge base from Floral Design and are introduced to more advanced floral design concepts. In addition, students gain knowledge of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of an occasion or event.

9020 ADVANCED PLANT AND SOIL SCIENCE

CREDIT: 4th SCIENCE CREDIT
GRADE PLACEMENT: 12
PREREQUISITE: Biology; either chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design

Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students must meet the 40% laboratory and fieldwork requirement. Note: This course satisfies a high school science graduation requirement

This course will possibly be offered as a dual enrollment course through Tarleton State University. Students electing to enroll in a dual enrollment course through the Tarleton State University must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.* Students determined to be FAST-eligible by Tarleton will not be charged tuition for the course.

9024 PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

CREDIT: 2 or 3 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: A coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster and teacher approval required.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to 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.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

AGRICULTURE, FOOD, AND NATURAL RESOURCES: AGRICULTURAL TECHNOLOGY AND MECHANICAL SYSTEMS*

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

9003 PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES - AG MECHANICS

CREDIT: 1
GRADE PLACEMENT: 9 (recommended to enroll in 9th grade as a foundation course)
PREREQUISITE: None

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

9040 AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

CREDIT: 1 CREDIT
GRADE PLACEMENT: 9-11
PREREQUISITE: Recommended Principles of Agriculture, Food, and Natural Resources

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

9042 AGRICULTURAL STRUCTURES DESIGN AND FABRICATION/LAB

CREDIT: 2 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: Agricultural Mechanics and Metal Technologies

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

9043 AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION/LAB

CREDIT: 2 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: Agricultural Structures Design and Fabrication

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

9024 PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

CREDIT: 2 or 3 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: A coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster and teacher approval required

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to 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.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

BUSINESS MANAGEMENT

Level 1	Foundation of Business Communications and Technology
Level 2	Business Communications and Technology
Level 3	Business Management Global Business/Human Resource Management
Level 4	Career Preparation I Practicum

9152 FOUNDATIONS OF BUSINESS COMMUNICATIONS AND TECHNOLOGIES

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: None

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Skills the student will learn (just to name a few):

- Employability skills required in the business industry
- Touch system (typing), output (printing)
- Using information systems for business planning, analyzing documents, and filing systems
- Using operating systems to support business strategies and operations
- Analyze and operate software such as
    - Microsoft Word (word processing)
    - Microsoft Excel (spreadsheet program)
    - Microsoft PowerPoint (interactive presentation program)
    - Microsoft Access (database management program)
    - Microsoft Publisher (desktop publishing program).

Certifications: Microsoft Office Specialist - Word

9153 BUSINESS COMMUNICATION AND TECHNOLOGIES

CREDIT: 1
GRADE PLACEMENT: 9 - 12
PREREQUISITE: Foundation of Business Communication and Technology

In Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Skills the student will learn (just to name a few):

- Demonstrate professional standards and employability skills
- Demonstrate project management process to conduct a business project
- Demonstrate business correspondences using advanced work processing features
- Create, evaluate and use business information using advanced skills in spreadsheets
- Develop and deliver formal and informal business presentations using advanced skills in presentation programs
- Design solutions to mathematical business problems using advanced spreadsheet technologies
- Design and implement databases

Certifications: Microsoft Office Expert - Word

9159 BUSINESS MANAGEMENT

CREDIT: 1
GRADE PLACEMENT: 10 - 12
PREREQUISITE: None

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. (Texas TEKS).

Skills the student will learn (just to name a few):

- Demonstrate professional standards and employability skills
- Demonstrate an understanding o f management concepts
- Recognize the importance of planning in an organization
- Recognize the importance of organization
- Explain the role of staffing in an organization
- Demonstrate qualities of leadership
- Understand the control process
- Self-development techniques and interpersonal skills to accomplish management objectives
- Demonstrate project management skills and workflow to minimize costs

9154 GLOBAL BUSINESS

CREDIT: One-Half (This course will be taken with Human Resources Management)
GRADE PLACEMENT: 10-12
PREREQUISITE: Business Management

- Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management. (Texas TEKS)
- Skills the student will learn:
- Professional standards and employability skills required by business and industry.
- Theories of global trade and investments
- The role of the international monetary system in the economy and the importance of international financial markets
- Economic integration among foreign countries and the importance of different trade and trade investment policies
- Politics and laws that control and regulate global business
- Business elements of cultural challenges and diversity
- Processes in implementing a global operation
- Cost effects when using global logistics for a mode of transportation and strategies for exporting in the global market

9155 HUMAN RESOURCES MANAGEMENT

CREDIT: One-Half (This course will be taken with Global Business)
GRADE PLACEMENT: 10-12
PREREQUISITE: Business Management

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources. (Texas TEKS)

- Skills the student will learn:
- Professional standards and employability skills required by business and industry.
- An understanding of the traditional human resources functions and how to meet human resources requirements
- Methods and sources of recruitment and the proper methods of employee selection
- The needs for training and evaluate employees
- Implement a compensation program and a benefits plan
- The importance of workplace safety and health rules and regulations
- Employee-management relations
- Future global considerations impacting human resources

PRACTICUM IN BUSINESS MANAGEMENT

CREDIT: 2 or 3 CREDITS
GRADE PLACEMENT: 11-12
PREREQUISITE: Business Management or-or Business Communication and Technologies

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

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

ARTS, A/V TECHNOLOGY & COMMUNICATIONS: GRAPHIC DESIGN AND INTERACTIVE MEDIA*

Level 1	
Level 2	Digital Design and Media Production Graphic Design and Illustration I Commercial Photography I
Level 3	Graphic Design and Illustration II Commerical Photography II
Level 4	Practicum in Graphic Design and Illustration Career Preparation I

9102 DIGITAL DESIGN AND MEDIA PRODUCTION

CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

9119 GRAPHIC DESIGN AND ILLUSTRATION I

CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: Digital Design and Media Production

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design

This course will posbbily be offered as a dual enrollment course through the University of Texas OnRamps. Students electing to enroll in a dual enrollment course through the University of Texas must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.* Students determined to be FAST-eligible by UT will not be charged tuition for the course.

9118 DIGITAL ART AND ANIMATION

CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: Digital Design and Media Production and Graphic Design I

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Note: This course satisfies a fine art credit requirement for students on the Foundation High School Program.

9120 GRAPHIC DESIGN AND ILLUSTRATION II

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Graphic Design and Illustration I

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design

9121 PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION

CREDIT: 2
GRADE PLACEMENT: 10-12
PREREQUISITE: Graphic Design and Illustration II and teacher approval

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

9125 COMMERCIAL PHOTOGRAPHY I (Yearbook)
9126 COMMERCIAL PHOTOGRAPHY II (Yearbook)

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: Graphic Design I

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

EDUCATION AND TRAINING: TEACHING AND TRAINING

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

9201 PRINCIPLES OF EDUCATION AND TRAINING

CREDIT: 1
GRADE PLACEMENT: 9-12

Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training career cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training career cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

9202 HUMAN GROWTH AND DEVELOPMENT

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Principles of Education and Training Recommended
Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

9203 INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING

CREDIT: 2
GRADE PLACEMENT: 11-12
PREREQUISITE: At least one credit form the Education and Training Career Cluster. Recommended Principles of Education and Training or Human Growth and Development

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.
This course will possibly be offered as a dual enrollment course through Tarleton State University. Students electing to enroll in a dual enrollment course through the Tarleton State University must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.* Students determined to be FAST-eligible by Tarleton will not be charged tuition for the course.

9204 PRACTICUM IN EDUCATION AND TRAINING

CREDIT: 2
GRADE PLACEMENT: 12
PREREQUISITE: Instructional Practices

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

9205 PRACTICUM IN EDUCATION AND TRAINING/EXTENDED PRACTICUM IN EDUCATION AND TRAINING

CREDIT: 3
GRADE PLACEMENT: 12
COREQUISITE: Practicum in Education and Training
PREREQUISITE: Instructional Practices

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

CAREER AND TECHNICAL EDUCATION

PUBLIC SERVICES ENDORSEMENT

HEALTH SCIENCE: DIAGNOSTIC AND THERAPEUTIC SERVICES*

Level 1	
Level 2	Medical Terminology
Level 3	Anatomy and Physiology Health Science Theory
Level 4	Practicum in Health Science

9352 MEDICAL TERMINOLOGY

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: Health Science Theory

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

9353 HEALTH SCIENCE THEORY

CREDIT: 1
GRADE PLACEMENT: 9-11

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will become familiar with industry-based standards for documenting and maintaining medical information; research industry employment requirements, including education, certification, and licensing requirements; and evaluate ethical and legal responsibilities of health science professionals. Students will employ hands-on experiences for continued clinical knowledge and skill development.

9354 PRACTICUM IN HEALTH SCIENCE – PHARMACY TECH

CREDIT: 2
GRADE PLACEMENT: 11-12
PREREQUISITE: Biology, and Health Science Theory or Medical Terminology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students will complete the Pharmacy Tech curriculum and test for Pharmacy Technician certification at the end of the year.

9355 PRACTICUM IN HEALTH SCIENCE - CMA

CREDIT: 2
GRADE PLACEMENT: 12
PREREQUISITE: Biology, andHealth Science Theory or Medical Terminology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Students are prepared and state-tested to become certified medical assistants.

9356 ANATOMY AND PHYSIOLOGY

CREDIT: 1 (4th SCIENCE CREDIT)
GRADE PLACEMENT: 11-12
PREREQUISITE: Biology and a second science credit, Chemistry recommended and Completion of one course from the Health Science Career Cluster.

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Note: This course satisfies a high school science graduation requirement.

This course will possibly be offered as a dual enrollment course through Tarleton State University. Students electing to enroll in a dual enrollment course through the Tarleton State University must be able to manage time and assignments. In addition, these students must be able to work independently, read information, and ask questions based on that information.
There is a fee associated with this course. *Cost will be communicated to students as soon as the university releases the information.* Students determined to be FAST-eligible by Tarleton will not be charged tuition for the course.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

HOSPITALITY AND TOURISM: CULINARY ARTS

Level 1	Introduction to Culinary Arts
Level 2	Culinary Arts
Level 3	Advanced Culinary Arts
Level 4	Career Preparation I Practicum in Culinary Arts

9403 INTRODUCTION TO CULINARY ARTS

Credit: 1
Grade Placement: 10-12
Prerequisite: None

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

9405 CULINARY ARTS

CREDIT: 2
GRADE PLACEMENT: 11-12
PREREQUISITE: Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

9406 ADVANCED CULINARY ARTS

CREDIT: 2
GRADE PLACEMENT: 12
PREREQUISITE: Culinary Arts

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

9407 PRACTICUM IN CULINARY ARTS

CREDIT: 2 or 3
GRADE PLACEMENT: 12
PREREQUISITE: Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace

CAREER AND TECHNICAL EDUCATION

STEM ENDORSEMENT

ENGINEERING: MECHANICAL AND AEROSPACE ENGINEERING*

Level 1	Introduction to Engineering Design
Level 2	
Level 3	Principles of Engineering (Engineering Science) Aerospace Engineering Engineering and Design and Development
Level 4	

9719 INTRODUCTION TO COMPUTER-AIDED DESIGN AND DRAFTING

CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: Recommended Principles of Applied Engineering

Introduction to Computer-Aided Desing and Drafting (CADD) allows students to acquire knowledge and skills needed to use design software, including an introduction to CADD equipment and software selection and interfaces. Students gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing-up, and sharing databases, file servers, and local area networks(LANs); and transferring drawing files over the internet.

9717 PRINCIPLES OF ENGINEERING AE

CREDIT:1
GRADE PLACEMENT: 10-12
PREREQUISITE: Introduction to
Computer-Aided Design and Drafting, Geometry, and IPC, Chemistry, or Physics recommended

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Note: This course satisfies a high school science graduation requirement.

9722 AEROSPACE DESIGN I

CREDIT*: 1 RECOMMENDED SCIENCE CREDIT*
GRADE PLACEMENT: 11
PREREQUISITE: Introduction to omputer-Aided Design and Drafting and Geometry

This course will count as an Advanced Placement course with weighted credit.
Students enrolled in Aerospace Design I demonstrate knowledge and skills associated with the design evolution and emerging trends of aircraft and aerospace systems. Fundamental concepts such as forces of flight, structures, aerodynamics, propulsion, stability and control, and orbital mechanics are introduced as related to design decisions for atmospheric and space flight. These concepts are related to mission requirements and solution approaches.

9721 ENGINEERING DESIGN AND PRESENTATION

CREDIT*: 1*
GRADE PLACEMENT: 12
PREREQUISITE: Aerospace Engineering or teacher approval to be taken concurrently with Aerospace Engineering

Students enrolled in Engineering Design and Presentation demonstrate knowledge and skills of the design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and learn what is required to gain and maintain employment in these areas.
* This course will count as an Advanced Placement course with weighted credit.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS: AUTOMOTIVE AND COLLISION REPAIR*

Level 1	
Level 2	Automotive Basics
Level 3	Automotive Technology I
Level 4	Automotive Technology II Practicum in Transportation Systems Career Preparation I

9751 AUTOMOTIVE BASICS
CREDIT: 1
GRADE PLACEMENT: 9-12
PREREQUISITE: None

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

9755 AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR
CREDIT: 2
GRADE PLACEMENT: 10-12
PREREQUISITE: Automotive Basics
Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

9756 AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE

CREDIT: 2
GRADE PLACEMENT: 11-12
PREREQUISITE: Automotive I

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

9763 PRACTICUM IN TRANSPORTATION SYSTEMS

CREDIT: 2
GRADE PLACEMENT: 12
PREREQUISITE: Students must be participating in a coherent sequence of CTE courses in the Transportation, Distribution, and Logistics Career Cluster.

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INDUSTRY ENDORSEMENT

ARCHITECTURE AND CONSTRUCTION: ELECTRICAL

Level 1	Principles of Construction
Level 2	Electrical Technology I
Level 3	Electrical Technology II
Level 4	Practicum in Construction Technology Career Preparation I

9050 PRINCIPLES OF CONSTRUCTION

Grade Placement: 9–11
Credit: 1
Prerequisite: None

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

9781 ELECTRICAL TECHNOLOGY I

Grade Placement: 10–12
Credit: 1
Prerequisites: Principles of Construction

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

9782 ELECTRICAL TECHNOLOGY II

Grade Placement: 11–12
Credit: 2
Prerequisite: Electrical Technology I
In Electrical Technology II, students will gain advanced knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

9783 PRACTICUM IN CONSTRUCTION MANAGEMENT

Grade Placement: 11–12
Credit: 2-3
Prerequisite: Electrical Technology II

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom.

CAREER DEVELOPMENT

CAREER PREPARATION PROGRAM OF STUDY

Students must have at least one Level 2 or higher CTE course and their job must align with their program of study. Career Preparation for Programs of Study provides additional opportunities for students to develop business and industry employment experiences, which must be related to the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation for Programs of Study expands on Career Preparation General by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success.

CAREER PREPARATION GENERAL

Students must have at least one CTE course, but the course is not part of a program of study. Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

All students wishing to take career prep will sign up for one of the classes below. At the beginning of the school year, staff will evaluate employment information and program of study information for each student and place students in the correct version of career prep, either program of study or general.

9801 CAREER PREPARATION I

CREDIT: 3 - 2 Class periods
GRADE PLACEMENT: 11-12
PREREQUISITE: Employment at an approved training site
Note: Students must provide their own transportation & are required to work an average of 15 hours per week.

9802 CAREER PREPARATION II

CREDIT: 3 - 2 Class periods
GRADE PLACEMENT: 12
PREREQUISITE: Career Preparation I and Employment at an approved training site
Note: Students must provide their own transportation & are required to work an average of 15 hours per week.

9806 EXTENDED CAREER PREPARATION I
9807 EXTENDED CAREER PREPARATION II

CREDIT: 3 - 3 Class periods
GRADE PLACEMENT: 11 & 12
PREREQUISITE: Employment at an approved training site
Note: Students must provide their own transportation & are required to work an average of 15 hours per week.

CTE COURSES

9014 WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT

CREDIT: 1
GRADE PLACEMENT: 10-12
PREREQUISITE: None

This course examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. Students will also study hunter education, fish & game laws, and wildlife identification.

9007 PROFESSIONAL STANDARDS IN AGRIBUSINESS

Credit: .5
Grade Placement: 10–12
Prerequisite: None.

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

9122 PROFESSIONAL COMMUNICATIONS

CREDIT: .5 SPEECH CREDIT
GRADE PLACEMENT: 9-12
PREREQUISITE: None

Professional Communications blends written, oral, and graphic communication in a career based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

9037 AGRICULTURAL LEADERSHIP, RESEARCH, AND COMMUNICATIONS

CREDIT: 1 CREDIT
GRADE PLACEMENT: 10-12
PREREQUISITE: Teacher recommendation/approval

Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

9803 PROJECT BASED RESEARCH

CREDIT: 1
GRADE PLACEMENT: 11-12
PREREQUISITE: None

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

6624 MAKING CONNECTIONS 1
6625 MAKING CONNECTIONS 2
6626 MAKING CONNECTIONS 3
6627 MAKING CONNECTIONS 4

CREDIT: .5
GRADE PLACEMENT: 9-12
PREREQUISITE: None

The Making Connections assists students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

6628 METHODOLOGY OF OF ACADEMIC AND PERSONAL SUCCESS

CREDIT: .5
GRADE PLACEMENT: 9-12
PREREQUISITE: None

The course 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. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

6629 STUDENT TO INDUSTRY CONNECTION

CREDIT: .5
GRADE PLACEMENT: 9-12
PREREQUISITE: None

The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older.

6630 GENERAL EMPLOYABILITY SKILLS CAREER DEVELOPMENT

CREDIT: .5
GRADE PLACEMENT: 9-12
PREREQUISITE: None

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also 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.

Non-Credit Courses

Seniors may only request one non-credit course.

6611 OFFICE AIDE

Credit: non-credit course
GRADE PLACEMENT: 12

Students will have the unique opportunity to gain practical experience and develop valuable skills in the dynamic environment of a school office or library. Throughout the semester, students enrolled as an office aide will work closely with school administrators, secretaries, and other office staff to support various administrative tasks. This hands-on experience will provide students with a real-world understanding of office procedures, communication skills, and the importance of teamwork in a professional setting.

6612 LATE ARRIVAL
6613 EARLY RELEASE

Credit: non-credit course
GRADE PLACEMENT: 12
PREREQUISITE: See criteria below

Students may choose from either late arrival or early release as one non-credit class period. Students with late arrival will not have class 1st period and will start the school day with 2nd period. Students with an early release period will not have class 8th period and will end the school day with 7th period. The student may only choose one non-credit course, office aide, or the early release/late arrival period. Students may not replace a course needed to earn an endorsement or complete a CTE program of study with late arrival/early release.

Students must meet the following criteria to have a late arrival or early release period:

1. Students must meet College and Career Readiness through meeting TSI passing standards in both ELA and Math, or score high enough on the SAT or ACT to meet the standard.

2. Students must have met the passing standard on all STAAR EOC exams.