

MELISSA HIGH SCHOOL

Academic Planning Guide

2024-2025



MELISSA
SCHOOLS

Rise & Shine.
Cardinals!

Table of Contents

Letter from the Principal	4
Melissa ISD Graduate Profile	5
Mission, Vision, & Core Values	6
Misson	6
Vision	6
Core Values Statement	6
District Goals	7
Non-discrimination Assurance	7
Planning for High School & Beyond	8
Freshmen (Grade 9)	8
Sophomores (Grade 10)	9
Juniors (Grade 11)	10
Seniors (Grade 12)	11
Planning for Higher Education Costs	12
Melissa Education Foundation (MEF)	12
Financial Aid Information	12
Additional Online Information	12
MHS Academic Advising and Course Information	13
General Information	13
Course Selection Process	14
Course Applications	14
Schedule Change Guidelines	14
Requests to Exit from Advanced Courses	14
Academic Advising Expectations	15
Graduation in Melissa ISD	16
Course Credit	16
Credit Recovery	16
Local Credit/No State Credit	16
STAAR/EOC Tests	16
Melissa High School Credits Needed for Graduation	17
Additional Graduation Information	20
Endorsements	20

Other Curriculum Requirements	23
Early Graduation	23
Credit by Examination	23
Correspondence Courses	24
Grade Level Classifications	25
Academic Programs	26
Gifted and Talented Program	26
Special Education Services	26
Emergent Bilingual (EB), Formerly English as a Second Language	26
Summer Programs	26
Tier II Weighted Courses	27
Tier III Weighted Courses (pending IB Accreditation for 2025-2026)	27
Weighted Course Exit Guidelines	28
Dual Credit Program Overview	29
Postsecondary Readiness	34
Grading & Reporting	35
Grading Practices	35
Retest Guidelines	35
Make-Up Work	36
Late Work	37
Semester Exam Exemptions	37
Grades & UIL Eligibility	38
Transcript Evaluation Guidelines	40
Transcripts From Non-Public Schools	40
Transcripts From Outside the United States	40
Unweighted GPA	41
Weighted Courses & GPA/Rank Scale	41
Melissa High School Official GPA & Rank Scale Class of 2024-2026	42
Melissa High School Official GPA & Rank Scales Class of 2027 & Beyond	43
Ranking of Students	45
Top 10% & Automatic Admission	45
Notes on GPA & Rank	46
Course Descriptions	46



Letter from the Principal

Marcus Eckert

Dear Melissa Cardinals and Parents/Guardians,

It's a great time to be a Cardinal! The Melissa High School Academic Planning Guide (APG) has been created to provide important course descriptions and academic planning guidelines for our students and their families. Your Melissa High School experience will be filled with a plethora of opportunities that are designed to assist in achieving your post secondary aspirations.

This guide will help students and families in making informed decisions concerning course selections and academic programs of study throughout your high school experience. As you begin to determine your courses of study and develop your personal graduation plan, please consider your own interests, strengths and weaknesses, threshold for challenge, and balancing your time with class loads, extra-curricular opportunities, and personal commitments.

Please carefully review the information contained in the Academic Planning Guide (APG), and seek input from your parents or guardians. In addition, the high school teachers and counselors are a critical resource for accurate information. Your guidance counselor will support you as you begin to consider different options and pathways that meet your individual learning needs and future goals.

The mission of Melissa High school is to prepare all students for future success in a rapidly changing world. Take a deep breath, spend some time, and begin crafting a plan filled with courses that will interest, challenge, and INSPIRE you on your road to future success. On behalf of the Melissa High School staff, we wish you a year filled with inspiration, joy, growth, and success.

Rise and Shine, Cardinals!

Sincerely,

Marcus Eckert
Principal, Melissa High School



Graduates of Melissa High School will possess...

☆ CHARACTER

- Exhibit honesty, integrity, and trustworthiness.
- Accept responsibility.
- Respect others.
- Be open-minded.
- Be loyal.
- Subscribe to a strong code of ethics.

☆ ACADEMIC EXCELLENCE

- Possess a rigorous and extensive foundation in core academic areas such as math, science, language arts, and social studies.
- Be a commended achiever by demonstrating proficiency on state and national assessments, as well as applicable industry licenses, and certifications.
- Demonstrate confidence in the expression and understanding of a language other than English.
- Display mastery of technology in personal, scholastic, and career settings.
- Participate in and appreciate the value of physical fitness and fine arts.

☆ INDEPENDENCE

- Embrace a healthy lifestyle and a sense of self-worth.
- Make wise life and career decisions based on self-knowledge, educational and occupational exploration, and career planning.
- Be confident, self-disciplined, free thinkers who are not afraid to take risks and initiate action.
- Practice personal financial responsibility.
- Utilize effective time management and organizational skills.

☆ RESPONSIBLE CITIZENSHIP

- Understand current issues and world events.
- Be culturally inclusive and tolerant of differences.
- Demonstrate community pride.
- Be environmentally responsible.
- Value leadership and civic responsibility.

☆ EFFECTIVE PROBLEM-SOLVING SKILLS

- Analyze and adapt to changing environments with a focus on the future.
- Organize and process information in productive ways.
- Define problems, hypothesize, and become actively involved in creative solutions.
- Demonstrate logic, critical thinking, and deductive reasoning to solve problems and draw conclusions.
- Anticipate, assess, and respond positively to the problems and challenges that accompany change.
- Apply knowledge to solve technical problems and generate new ideas.
- Strategically assess alternatives and evaluate their consequences.

☆ EFFECTIVE COMMUNICATION

- Communicate verbally, non-verbally, graphically, and visually to different audiences and purposes.
- Receive, interpret, and process information using a variety of methods.
- Collaborate effectively with others by valuing and using leadership skills, using conflict resolution skills and strives for consensus.
- Motivate and persuade others to accept new ideas.

District Mission, Vision, & Core Values

Mission

In Melissa ISD, we share the responsibility of growing a community of learners. This requires action from each stakeholder:

- The students will be active partners in their education. They will be engaged, confident individuals who pursue life-long learning. The students will demonstrate pride in their community and contribute positively to society.
- The faculty and staff will foster the unique development of each child by encouraging independent thought and creativity. Through research, study, and continued education, they will further develop their mastery of their discipline.
- The parents will partner with faculty, staff, and students to encourage and support the learning process. This partnership will develop through communication and participation at all grade levels.
- The Community will support both academic and extra-curricular activities. By working together with the schools, they will foster a sense of pride by encouraging and celebrating success.

Vision

Melissa ISD will empower ALL students to reach their utmost potential to achieve excellence and life-long success.

Core Values Statement

Knowing that we are committed to being child centered, we will act with and instill: integrity, loyalty, honesty, humility, and hope.

- Integrity – Ability to last over time.
- Loyalty – Not to an individual but to the concept in the best interest of students.
- Honesty – Tell the truth in a way that does not hurt or divide.
- Humility – Understanding we are fallible and to live with grace and dignity.
- Hope – Gift to instill in our students and parents that we can build a brighter tomorrow.

District Goals

- Provide a high standard of care shaped by the core values of integrity, loyalty, honesty, humility, and hope.
- Hire quality staff that have a passion for the academic and extracurricular success of our students, and maintain competitive pay that supports a positive culture.
- Foster quality partnerships with students, parents/guardians, and the community.
- Build a culture of academic excellence, where students learn the value of knowledge, inquiring, problem-solving, risk-taking, open-mindedness, balance, and social-emotional health.
- Promote a healthy culture of success and growth through student involvement in extracurricular and cocurricular programs.
- Maintain a safe and secure environment.

Adopted by the Board of Trustees in October 2021.

Melissa High School Mission, Vision, & Core Values

Mission

Melissa High School will prepare all students for success in a rapidly changing world by emphasizing the power of personal relationships, critical thinking skills, and service to the community.

Vision

Melissa High School students will be relentless in their pursuit to **Rise & Shine**; to inspire, succeed, and evolve; ultimately emerging in their own unique brilliance as part of something greater than themselves.

Non-discrimination Assurance

Melissa Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Planning for High School & Beyond

Freshmen (Grade 9)

Explore your interests and graduation requirements and confirm your Personal Graduation Plan:

- Select courses that meet graduation requirements but also ensure or increase college readiness skills and/or prepare you for your career focus. Plan to take courses that are relevant to your goals and aspirations each year. Create a four-year Personal Graduation Plan for graduation in 8th grade to plan courses for freshman year. As you prepare to register for your sophomore year, reassess and adjust your plan as needed. Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- Keep searching for college and career information.

Master organization and study skills:

- Get comfortable attending tutoring, participating in study groups, and taking notes during class. It is helpful to learn a note-taking system to help you tackle challenging concepts.
- Actively develop your vocabulary. Read and write as often as possible.
- KEEP A PLANNER! Break large assignments into a series of manageable steps. Check in with your teacher regularly as you work through your steps. Be sure to look for and write down lesson objectives and information about upcoming assignments.
- Remember that courses and grades determine the grade point average used by the school and colleges. Your rank is based on your grade point average.
- Keep written goals and revise them often. Share your aspirations with your friends and family, your school counselor, your administrator, your teachers and any other important adults in your life.

Get connected to the life of the school:

- Participate in school related activities and community service.
- Get involved in coursework that spans multiple years of study. Try to stay committed to your chosen programs so you can build on your knowledge each year.



Sophomores (Grade 10)

Push yourself to do your best:

- Plan your schedule thoughtfully to complete required courses for graduation and to satisfy prerequisite courses for electives you want to take in grades 11 and 12.
- Review your transcript and verify grade point average and rank. Set a goal for your grades this year.
- Read challenging books on a variety of topics, including non-fiction and biography pieces. Write as often as you are able. Ask questions in your classes and attend tutoring. Form study groups with your peers.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- Take three years of a world language. It demonstrates your desire to be more competitive and prepared for college. This may be a requirement for some university admissions, or admission to certain programs.

Narrow your interests and revise your planning:

- Keep searching for college and career information. Make it a point to share your interests with your counselor.
- Look for opportunities to interact with mentors in your career interest.
- Research the educational and certification requirements for careers that interest you. Locate colleges and universities that have programs in your desired field of study.

Seek leadership roles in your activities or unique ways to contribute to your community:

- Keep an updated resume and portfolio of accomplishments.
- Offer to get involved and follow through with your commitments. Focus on quality work rather than quantity of activity.

■ Juniors (Grade 11)

Take on challenges:

- Take rigorous courses and do your best at earning high grades in all classes. When you initially apply to college next year, they will be considering the grades you have earned through the end of your junior year.
- Discuss your grade point average and test scores with your counselor to make wise choices about junior and senior classes and college options. Some colleges or programs may have additional course requirements beyond the state graduation plan. For instance, some engineering programs may require Pre-Calculus and/or Calculus. It is important to research the requirements of your prospective colleges when finalizing course selections. Review and update your Personal Graduation Plan.
- Take three years of language other than English. It demonstrates your desire to be more competitive and prepared for college. This may be a requirement for some university admissions and programs.

Prepare for standardized testing:

- Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score. You must register to take the exam. See your counselor for details.
- Take the SAT or ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
 - » SAT website www.collegeboard.org
 - » ACT website www.act.org

Gather and organize your information:

- Maintain an updated resume and portfolio of accomplishments.
- Visit colleges. Many colleges will offer special perks to students that visit. Additionally, an increasing number of intuitions are now offering “virtual tours” and maintain a strong presence on social media. Juniors are allowed two excused absences to visit prospective institutions. Be sure to turn in appropriate documentation from the college you visited. See your counselor or attendance office with any questions.
- Develop a list of five to seven schools that you are planning to apply to in the fall. Look up their application deadlines and other details about admissions.
- If you are planning to participate in college athletics, review the eligibility guidelines of your governing association (NCAA, NAIA, NJCAA, etc.)

■ Seniors (Grade 12)

Start the year with a strong plan for your studies and activities:

- Plan a schedule with rigorous coursework and activities. Colleges do look at senior courses and grades in making admission decisions. Admissions officers will consider many factors when determining the likelihood that an applicant will be prepared to progress academically on the college campus.
- Review your grade point average and your test scores to help you prioritize your time and assist you in planning for your journey beyond high school.

Stay Active:

- Participate in school-related activities and community service. Institutions of higher learning consider a student’s involvement in activities other than academics. Consider working a part time job or participating in an internship. It can be very beneficial to connect with a mentor in your chosen area of study.
- Re-take the SAT/ACT in the fall. Review SAT/ACT scores when available and take again in December if necessary. Don’t miss the registration deadline!
- If you plan to go to college in Texas, you are subject to the Texas Success Initiative to demonstrate college readiness. Note that if you meet the requirement for exemption such as through your ACT or SAT score, you must alert your prospective institution. You can learn more about TSI here: www.thecb.state.tx.us/TSI

Pursue your plan:

- If you have the opportunity, visit your top choice colleges. Seniors are allowed two excused absences to visit prospective institutions. Be sure to turn in appropriate documentation from the college you visited. See your counselor or attendance office with any questions.
- Apply to colleges early in your senior year. Many schools have early November deadlines. Institutional scholarship deadlines are December 1st in many cases. Use application sites like [Apply Texas](#) or [Common App](#) to streamline the application process.
- Complete the [Free Application for Federal Student Aid \(FAFSA\)](#) or [Texas Application for State Financial Aid \(TASFA\)](#) in the fall of your senior year. Many institutions will require this in order to be considered for scholarships.

Planning for Higher Education Costs

Melissa Education Foundation (MEF)

The Melissa Education Foundation is a non-profit education foundation created to centralize, simplify and enhance the process of raising money for and awarding scholarships to deserving graduates in Melissa ISD. Discover more at <https://melissaeducationfoundation.com>.

Financial Aid Information

Per state law, students are now required to complete the FAFSA or fill out a waiver exempting them from completing the FAFSA prior to graduation. To apply for federal and state financial aid, complete the FAFSA available online or via phone app at <https://fafsa.ed.gov>. It is important to apply for financial aid early in the senior year. Priority deadlines may be as early as December 15. Students that are not eligible to fill out the FAFSA may still apply for state aid through the TASFA application. For additional information about Texas financial aid, visit <http://www.collegeforalltexans.com>. Texas also offers aid through the Hazlewood Act which provides tuition benefits for qualified veterans and dependent children. You may learn more at <https://www.tvc.texas.gov/education/hazlewood-act/>.

Additional Online Information

This list is provided as a service to MISD students and families. There is no intent on the part of MISD to endorse the organizations and web resources listed below nor is this list inclusive of all possible resources. The student and family are free to obtain information from any other source. For more information and resources, visit the MHS Guidance & Counseling College & Career Prep webpage at <https://www.melissaisd.org/o/mhs/page/college-and-career-prep>.

Career Exploration: Explore the world of career options

- <http://www.texascareercheck.com>
- <http://www.texasrealitycheck.com>
- <http://www.bls.gov/k12>

College Readiness and Selection: Learn about prospective institutions

- <http://www.collegeforalltexans.com>
- <https://collegescorecard.ed.gov>
- <http://youcango.collegeboard.org>
- <https://bigfuture.collegeboard.org>
- <http://knowhow2go.acenet.edu>
- <http://nces.ed.gov/collegenavigator>

- <http://www.fairtest.org/university/optional>
- <https://ldatx.org/resources>

College Application Sites: Save time in the application process

- <https://goapplytexas.org>
- <http://www.commonapp.org>
- <http://www.coalitionforcollegeaccess.org>

Financial Planning: Get a head start on planning

- <https://studentaid.ed.gov>
- <https://www.irs.gov/uac/tax-benefits-for-education-information-center>
- <http://www.finaid.org>
- <http://www.collegesavings.org>
- <https://www.tvc.texas.gov/education/hazlewood-act>

College Athletics: Participate in the college setting

- <http://www.ncaa.org/student-athletes>
- <http://www.playnaia.org>
- <http://www.njcaa.org/eligibility/index>

MHS Academic Advising and Course Information

General Information

The Melissa ISD Academic Planning Guide assists students in selecting courses and academic planning for the future. We encourage parents and students to read this guide carefully. Counselors are available to answer questions and provide additional guidance as requested.

Melissa High School Counseling Team

Students with Last Names:

- A, D-Kh: Kristina Stephens, kristinastephens@melissaisd.org
- B, Ki-P: Henslie Fournier, hensliefournier@melissaisd.org
- C, Q-Z: Chrystal Vega, chrystalvega@melissaisd.org

Course Selection Process

Each year counselors will work with students to complete a course selection card (otherwise known as a Personal Graduation Plan, or PGP). This document will assist the student and parent in goal-setting, indicating desired courses, and selecting alternate courses. If the student’s first choice selection is unavailable or if schedule conflicts occur, then alternative course selections will be used. Course selections should consider graduation requirements, student abilities and interests, and desired college and career outcomes. Please be aware of course selection card due dates set by the campus counselors, as well as application deadlines and other registration deadlines. In April, students will verify course selections to indicate any desired changes. **The deadline to change course selections is May 10, 2024.**

Course Applications

Beginning January 10, 2024 students may apply for courses that require an application. Students are encouraged to apply as soon as possible. Priority consideration will be given to applications received by January 19, 2024. Apply here at <https://tinyurl.com/MelissaHSapps>.

Schedule Change Guidelines

After the May 10, 2024 deadline for submitting general schedule change requests, schedule changes are limited to the following reasons:

- the student is enrolled in a course that they have already received credit for and/or need to retake for course credit, or
- the student is enrolled in a non-elective course incorrectly (i.e. enrolled in Geometry without completing Algebra I as a prerequisite)
- the student needs to change a course level (i.e. advanced to academic, academic to advanced)
- the student needs to make a program change (i.e. add drop athletics, theater, band, debate)

Requests for schedule changes meeting the criteria above must be initiated ONLY during the first five days of each semester. Schedule changes will always be subject to course availability.

Requests to Exit from Advanced Courses

Advanced/Tier II to academic/Tier I courses are subject to the [Advanced Course Agreement](#).



Academic Advising Expectations

In accordance with TEC § 28.02121, MISD encourages students to actively plan for the future. The knowledge base and work habits developed over the course of high school lay the foundation for successful pursuit of postsecondary success. While every student’s journey is unique, our beliefs, mission and graduate profile shape our academic advising expectations. We believe that the following expectations will provide the most secure base for navigating the changing world of work.

MISD believes that all students need to be college, career, and/or military ready. As encouraged in TEC § 28.002 (g), we expect students to continue in core courses each year of high school even if all minimum state graduation requirements have been met. Moreover, we have an expectation for students to complete courses such as Algebra II, Physics and English IV so that they will meet a broader selection of college and university admission requirements and will have a better preparation for success once postsecondary studies have begun.

- Students should select courses with their interests, abilities, outside commitments and personal goals in mind. While varied interests and program participation can be stimulating, students should reflect on the amount of time that is necessary to perform successfully in multiple strands of advanced coursework, extracurricular involvement, volunteer work and other activities. Strong attention to advance planning will help students set goals, make decisions, balance priorities and maximize the benefit of their high school experiences.
- MISD supports several options for students to engage in academic challenges and rigorous learning experiences such as:
 - » Dual Credit courses to experience a college-level curriculum
 - » A sequence of Career and Technical Education courses to explore careers and seek certifications and licensure as available ([CTE Programs of Study](#))
 - » Four or more years of a world language to prepare for a global workplace
 - » Multiple years of excellent programming in areas like Fine Arts, Computer Science, and Athletics

Graduation in Melissa ISD

Students in Texas earn their diploma by accumulating credit for courses taken in specific areas and by passing the related state mandated assessments.

Course Credit

Students receive credit for courses by earning a grade of 70% or better. For courses that are one full year, students may earn credit if their average for the year is a 70% or higher. According to state law, students must attend 90 percent of the days a class is offered to receive credit. In accordance with TX HB 3803, should a student request to repeat a course from the previous year, they need to submit a request with their counselor. The repeated course will only be issued a Pass/Fail grade. The original course will remain on the student's academic achievement record (transcript) along with the repeated course Pass/Fail grade. If Melissa ISD determines that the student has met all of the requirements for graduation, the course may not be repeated.

Credit Recovery

Students who need an opportunity for credit recovery must work with their counselor on options to regain credit.

Local Credit/No State Credit

The following courses are local credits that do not count toward state graduation requirements:

- Office Aide
- Library Aide
- Curriculum Enrichment
- Student Leadership second year and beyond

STAAR/EOC Tests

Students will be required to take the State of Texas Assessments of Academic Readiness (STAAR) End of Course Assessments (EOC) in the following courses:

- Algebra I
- Biology
- English I
- English II
- U.S. History

For more information about STAAR, visit <http://tea.texas.gov/student.assessment/staar>.

Melissa High School Credits Needed for Graduation

The chart below lists courses that should be taken in specific subject areas to earn a high school diploma. Students may elect to graduate with a Foundation plus Endorsement or with a Distinguished Level of Achievement. Students must also meet expectations for performance in the STAAR EOCs and must complete requirements for an endorsement. Following this chart is a transcript review tool that is designed to help students track their progress in earning credits towards graduation. Students may refer to prior report cards or their transcript in Home Access Center (HAC).



NOTE: Melissa ISD offers a variety of coursework at different levels of academic intensity and rigor. Many of the courses listed below are offered as an academic grade level (Tier I) course or as an Advanced or Dual Credit (Tier II) course. See the course descriptions for more information.

Subject Area Credits Required (Total of 26)	Requirements for FOUNDATION PLUS ENDORSEMENT High School Program (includes an Endorsement)	Requirements for DISTINGUISHED LEVEL OF ACHIEVEMENT (includes Algebra II AND an Endorsement)
ENGLISH 4 credits Melissa ISD expects students to earn four (4) credits of English courses, with the fourth-year credit fulfilled by one of the following courses: English IV with embedded College Preparatory English, Dual Credit English, or IB English.	Must include ALL of the following: English I English II English III Must include ONE of the following: 1. one (1) full-credit English IV or equivalent 2. a combination of two (2) 0.5 credits from two (2) different courses, selected from the following: English IV, Business English, Dual Credit English, or IB English Note: Students who enter their senior year without a CCMR point in ELAR are required to take English IV with embedded College Preparatory English.	Must include ALL the following: English I English II English III Must include ONE of the following: 1. one (1) full-credit English IV or equivalent 2. a combination of two (2) 0.5 credits from two (2) different courses, selected from the following courses: English IV, Dual Credit English, or IB English (Business English does not satisfy this requirement) Note: Students who enter their senior year without a CCMR point in ELAR are required to take English IV with embedded Dual Credit English. See your counselor for details.

Subject Area Credits Required (Total of 26)	Requirements for FOUNDATION PLUS ENDORSEMENT High School Program (includes an Endorsement)	Requirements for DISTINGUISHED LEVEL OF ACHIEVEMENT (includes Algebra II AND an Endorsement)
MATH 4 credits Melissa ISD expects students to earn four (4) credits of Mathematics in high school, regardless of completion of graduation credits.	Must include ALL of the following: 1. Algebra I 2. Geometry 3. Two (2) additional full-credit advanced Mathematics courses, selected from the following: Algebraic Reasoning, Financial Mathematics, or Statistics. Note: Students who enter their senior year without a CCMR point in math are required to take Financial Mathematics.	Must include ALL of the following: 1. Algebra I 2. Geometry 3. Algebra II 4. One (1) additional full-credit advanced Mathematics course, selected from the following: Algebra II, Financial Mathematics, Statistics, Pre-Calculus, College Algebra (MATH 1314), Pre-Calculus (MATH 2412), Calculus (MATH 2413), Elementary Statistical Methods (MATH 1342), or IB Mathematics. Note: Students who enter their senior year without a CCMR point in math are required to take Financial Mathematics.
SCIENCE 4 Credits Melissa ISD expects students to earn four (4) credits of Science courses during high school, regardless of completion of graduation credits, including Biology, Chemistry, Physics, and one additional advanced science credit.	Must include ALL of the following: 1. Biology 2. One (1) full-credit laboratory-based course, subject to prerequisites, selected from the following: Integrated Physics & Chemistry (IPC)*, Chemistry or Physics. Note: Additional credits can be selected from the following courses: Physics, Anatomy & Physiology, Forensic Science, Environmental Systems, Environmental Science (ENVR 1401 and ENVR 1402). *If IPC is taken, the course must be successfully completed prior to taking Chemistry and Physics courses.	Must include ALL of the following: 1. Biology 2. One (1) full-credit laboratory-based course, subject to prerequisites, selected from the following: Integrated Physics & Chemistry (IPC)*, Chemistry, or Physics. Note: Additional credits can be selected from the following courses: Physics, Anatomy & Physiology, Forensic Science, Environmental Systems, Environmental Science (ENVR 1401 and ENVR 1402). *If IPC is taken, the course must be successfully completed prior to taking Chemistry and Physics courses.
SOCIAL STUDIES 4 credits Melissa ISD expects students to earn four (4) credits of Social Studies courses during high school, regardless of completion of graduation credits.	Must include ALL of the following: 1. World Geography 2. World History 3. US History 4. Economics (0.5 credit) 5. US Government (0.5 credit)	Must include ALL of the following: 1. World Geography 2. World History 3. US History 4. Economics (0.5 credit) 5. US Government (0.5 credit)

Subject Area Credits Required (Total of 26)	Requirements for FOUNDATION PLUS ENDORSEMENT High School Program (includes an Endorsement)	Requirements for DISTINGUISHED LEVEL OF ACHIEVEMENT (includes Algebra II AND an Endorsement)
FINE ARTS 1 credit	No additional requirements or specifications.	No additional requirements or specifications.
WORLD LANGUAGES (other than English) 2 credits Melissa ISD expects students to earn two (2) credits of World Languages courses in the same language.	Must include ALL of the following: 1. Two (2) full credits World Languages courses, both in the same language other than English. Please meet with your counselor prior to selection. Note: Computer Science and ASL (American Sign Language) courses can satisfy this requirement; however, IB and some colleges have specific requirements surrounding World Languages. See your counselor for details.	Must include ALL of the following: 1. Two (2) full-year World Languages courses, both in the same language other than English. Please meet with your counselor prior to selection. Note: Computer Science and ASL (American Sign Language) courses can satisfy this requirement; however, IB and some colleges have specific requirements surrounding World Languages. See your counselor for details.
PHYSICAL EDUCATION 1 credit	Athletics can be taken to satisfy the Physical Education (PE) credit. PE is open enrollment; Athletics may involve tryouts.	Athletics can be taken to satisfy the Physical Education (PE) credit. PE is open enrollment; Athletics may involve tryouts.
ELECTIVES 6 credits	Elective credits may include CTE courses and/or certification courses with a credit requirement specific to at least one (1) Endorsement.	Elective credits may include CTE courses and/or certification courses with a credit requirement specific to at least one (1) Endorsement.
TOTAL = 26 credits	Total 26 credits including an Endorsement Note: Some courses may be subject to prerequisites or may not be available; please meet with your counselor for further guidance.	Total 26 credits including an Endorsement Note: Some courses may be subject to prerequisites or may not be available; please meet with your counselor for further guidance.
ADDITIONAL REQUIREMENT CCMR POINTS (College, Career, or Military Readiness)	To earn CCMR points, graduates must meet one or more of the following criteria: <ul style="list-style-type: none">• Earn college credit through International Baccalaureate (IB) or dual credit courses• Earn a qualifying score on the SAT, ACT, or TSIA2• Complete a coherent sequence of career and technical education (CTE) courses & earn an industry-based certification or license• Enlist in the military	

Additional Graduation Information

Endorsements

To address college and career readiness and postsecondary planning, students are required to plan their program of study to include courses that are connected by an endorsement area. Five endorsements are available:

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

An initial endorsement will be chosen in 8th grade and confirmed in 9th grade. Students may change endorsement(s) periodically through high school.

Benefits of Earning an Endorsement

TEA provides a graduation toolkit found at <http://tea.texas.gov/communications/brochures.aspx>. This toolkit is designed to guide students and families through the benefits of each endorsement to increase the likelihood of preparation and success in college and the workforce. It also includes information on various workforce resources provided through the Texas Workforce Commission. These resources are geared toward assisting students and parents in planning for postsecondary goals.

Melissa ISD has developed basic sample graduation plans, including endorsements, designed by career and college options.

Melissa ISD encourages students and families to take some time to review these career pathways during course registration.

College Admission Requirements

MISD encourages students and parents to research admission requirements at prospective institutions to assist in course planning. There can be a difference between the state requirements and the expectations for general college admissions or specific majors.

Distinguished Level of Achievement

Students considering collegiate level coursework after high school are encouraged to pursue a Distinguished Level of Achievement designation on the student's transcript. This level of coursework, which includes the successful completion of Algebra II, provides the most secure foundation for postsecondary success. In addition, students must graduate with this credential in order to be eligible for recognition in the Top 10% of their graduating class.

Required Notification Regarding Algebra II

A student who graduates on the Foundation High School Program without taking Algebra II is not eligible for automatic admission to a Texas public college or university and may not be eligible for certain forms of financial aid. For more information, visit https://tea.texas.gov/Academics/Graduation_Information.

Performance Acknowledgements

In addition to the endorsements mentioned above, students may be eligible to receive a performance acknowledgement for strong achievement in Advanced Coursework, Bilingualism, Advanced Examinations, College Readiness Examinations or Workforce Readiness Examinations. See your counselor for more information.



Melissa High School Transcript Review

English Language Arts (4 credits)								
ENGLISH I		ENGLISH II		ENGLISH III		ENGLISH IIII		PASSED STAAR
								• English I <input type="checkbox"/> • English II <input type="checkbox"/>

Mathematics(4 credits)								
ALGEBRA I		GEOMETRY		ADDITIONAL MATHEMATICS I		ADDITIONAL MATHEMATICS II		PASSED STAAR
								• Algebra I <input type="checkbox"/>

Science (4 credits)								
BIOLOGY		CHEMISTRY/IPC		PHYSICS/CHEMISTRY		ADDITIONAL SCIENCE COURSE		PASSED STAAR
								• Biology <input type="checkbox"/>

Social Studies (4 credits)								
WORLD GEOGRAPHY		WORLD HISTORY		US HISTORY		GOV.	ECON.	PASSED STAAR
								• US History <input type="checkbox"/>

World Languages (2 credits)		Fine Arts (1 credit)		PE (1 credit)	

-----						Total Credits Earned to Date:	
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Electives (6 credits)		

Extra Electives Beyond 26 Credits		

ENDORSEMENT(S) EARNED:


- ☐ Arts & Humanities
- ☐ Business & Industry
- ☐ Multidisciplinary
- ☐ Public Service
- ☐ STEM

Other Curriculum Requirements

In accordance with TEC §74.38, students in Texas are required to receive instruction in Cardiopulmonary Resuscitation (CPR). Per TEC §74.39, students who enter grade 9 in 2018-19 or later will also receive instruction in proper interaction with peace officers.

Early Graduation

Students must apply for early graduation no later than the spring of their junior year. Applicants should obtain credit verification with a counselor to formalize the student's plan for early graduation. Parent and principal approval are required. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies.



NOTE: Students must meet college, career, or military readiness to qualify for early graduation approval. Counselors will assist with this during the application process.

Required Notification regarding Texas First Early High School Completion Program

This program allows eligible students who demonstrate early readiness for college to graduate early from high school. To participate, students and parents should work closely with the school counselor and provide information such as standardized test scores. An MISD early graduation request form is also required. Please see your school counselor for more information and visit <https://www.highered.texas.gov/our-work/empowering-our-students/the-texas-first-diploma>.

Credit by Examination for Acceleration (No Prior Instruction) Grades 9-12

Credit by Exam for Acceleration is designed to provide an opportunity to earn credit in an academic course at the secondary level. Melissa ISD offers Credit by Exam for Acceleration four times a year at no cost (see chart on page 24). Students must be registered in a Melissa ISD school and attending, if it is in session, in order to be eligible to test. A student must earn an 80% or higher to earn credit for an acceleration test.

- Prior approval from the campus counselor is required. Students must meet with their counselor to register. Registration requests may be accepted at any time during the year but must meet the application deadlines established for each testing session.
- A student may not attempt to earn credit by examination for a specific high school course more than two times.
- The test shall be administered during an agreed upon date with the counselor during the testing window.

- A grade that meets the requirements of 80% or higher (without prior instruction) on a credit by exam for acceleration will earn high school credit. No credit by exam grade will be awarded GPA points. If a student passes the exam, it will be transcribed and the credit will be awarded. If a student fails to earn credit by exam for a high school course, it will be transcribed as a no grade (NG) with no credit awarded. The student must then satisfactorily complete the course in the classroom setting.
- Students are not allowed to forfeit Credit by Exam credit for any reason.
- Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.
- Students seeking opportunities for credit outside the testing window must still be pre-approved by a counselor, and all fees shall be paid for by the student.
- **Limitations on Taking Examinations (Per EHDC Legal):** If a student fails to earn credit for a course for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district’s prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Credit by Examination for Credit Recovery (Prior Instruction)

Credit by Exam for credit recovery may be used for students who received PRIOR instruction in a subject but did not receive credit. In this situation, students need to pass the CBE with a 70% or above. Students must meet with the counselor to discuss this option.

Correspondence Courses

All high school students are eligible with prior counselor approval to take correspondence courses and earn credit toward graduation. Students are expected to consult with their counselor regarding course selection and sequencing and to fill out appropriate request forms.

Melissa ISD approves courses taken through:

- The University of Texas at Austin High School - <https://highschool.utexas.edu/>
- Texas Tech ISD - <https://www.depts.ttu.edu/k12/courses/>
- Texas Virtual School Network (TxVSN) - <https://txvsn.org/>
- Credit toward graduation may not be awarded if approval was not granted in writing prior to enrollment.
- Correspondence courses cannot be averaged with a semester of coursework taken during the regular school year nor can they be averaged with another correspondence class.

- A senior, who is enrolled in a correspondence course and requires the credit for graduation, will complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term.
- A student graduating early must follow the individual graduation contract approved by the principal.
- Grades will not count toward GPA or rank, but will appear on the transcript.
- Most correspondence exams require a proctored exam at the conclusion of the coursework. Please refer to the guidelines provided by the correspondence vendor for ordering the test and arranging a proctor.

Current Approved Credit by Examination (CBE) Test Dates:

District Credit by Examination Administration & Ordering Dates	
Test Administration Dates	Deadline for Ordering
August 3-4, 2023	July, 19, 2023
October 26-27, 2023	October 11, 2023
February 22-23, 2024	February 7, 2024
June 4-5, 2024	May 22, 2024
August 5-6, 2024	July 24, 2024

Grade Level Classifications

Students are organized into grade levels by the number of credits earned. See the chart below:

Credits Earned	Grade Level Number	Grade Level Name
0 - 5.5	9th Grade	Freshman
6 - 11.5	10th Grade	Sophomore
12 - 17.5	11th Grade	Junior
18+	12th Grade	Senior

Academic Programs

Melissa ISD offers programs that support students at all academic levels. Students who need support for special education, Emergent Bilingual (EB), and gifted and talented may find out more information by contacting the counselors at their home campuses.

Gifted and Talented Program

Melissa ISD offers educational opportunities for gifted and talented students through the GT Seminar course (subject to availability). Additional opportunities exist through advanced/Tier II course offerings. All students new to MISD must follow the screening/selection procedures for possible program admission.

Read more at:
<https://www.melissaisd.org/page/advanced-academics-and-gifted-talented-services>.

Special Education Services

Melissa ISD offers special education services for students from age 3-21. Placement in any special education class depends on eligibility and the decision and placement of the Admission, Review and Dismissal (ARD) Committee. A number of special education programs and classes are offered at the high school level. All special education courses are taken for credit, as are general education courses. Read more at <https://www.melissaisd.org/page/special-education>.

Emergent Bilingual (EB), Formerly English as a Second Language

Melissa ISD offers a centralized bilingual program for qualifying Kindergarten and Pre-Kindergarten (Pre-K) students that supports English learners who are native Spanish speakers and primarily speak Spanish at home.

Read more at <https://www.melissaisd.org/page/english-language-learning>.

Summer Programs

The district may offer additional programs in the summer based on student needs. For instance, students that need additional instruction to prepare for the STAAR EOC will have access to instructional support in June. Summer testing will be the week of June 17, 2024. Other possible summer programs may include Athletics & Fine Arts camps.

Tier II Weighted Courses

Advanced Courses

An advanced course curriculum is an enriched, accelerated program. It is a Tier II weighted course and receives more grade points than an academic Tier I course.

Advanced courses are often faster paced, go deeper into the subject area, and require more outside preparation than academic/Tier I courses. Advanced courses are designed to prepare for Dual Credit or IB courses and teach the skills necessary for success in those courses. Advanced courses may require up to 6 hours of preparation time per course per week and students should expect extensive reading and writing assignments. Enrolling in an Advanced course is highly recommended for students who wish to take Dual Credit or IB courses in the future. More information about Advanced coursework is available in the [Advanced Weighted Course Agreement](#).

Tier III Weighted Courses (pending IB Accreditation for 2025-2026)

Melissa High School is in the process of applying for accreditation from the International Baccalaureate Organization. The process can take several years, and many systems must be in place ahead of time. We project the first IB cohort at MHS will be 11th graders in the fall of 2025.

International Baccalaureate Diploma Programme courses are college-level courses that follow the International Baccalaureate guidelines. IB courses are very rigorous, and they follow an internationally recognized curriculum designed to prepare students for the IB exams and papers. IB courses will be offered at Melissa High School to 11th and 12th grade students as individual courses or as the full program. Students enrolled in IB courses should expect about 6 hours of preparation time per course per week, and students should expect course subject matter and workload at a college level. Due to the rigor of the classes and the workload, IB classes will be designated as Tier III weighted courses.

No IB courses can be offered prior to accreditation by the International Baccalaureate Organization. Students who want to enroll in our first anticipated IB cohort (Class of 2027) should attend IB information meetings scheduled throughout the year for more information about how to prepare. Check the district IB webpage for more information and meeting dates at <https://www.melissaisd.org/page/ib>.



Weighted Course Exit Guidelines

Melissa ISD encourages students to participate in rigorous coursework to prepare for postsecondary success. We open our weighted courses to all students if they meet the prerequisites for the course. However, we recognize that once the school year has begun, for a variety of reasons some students may seek to change from a Tier II or Tier III course to a course on academic grade level (Tier I). It is required that prior to requesting a change, that the student and parent discuss the decision with the teacher. Many interventions are available to assist students as they acclimate to the expectations in advanced coursework. Healthy academic struggle can build skills, increase academic self-confidence and build resiliency. Remember that the purpose of adding weighted points to advanced courses is to help reduce the impact of a slightly lower grade on the student’s GPA. In all cases, if the request is approved, schedule changes will be subject to course availability. Note that the change may affect other components of the student’s schedule, including lunch, order of classes or assigned teachers.

Exit Procedures – First Semester

- To request a change, students must obtain a Weighted Course Exit form from a counselor and obtain all required signatures. Incomplete forms will not be processed.
- Exit forms must be turned in to the counselor **September 9-13** (the week following the first Progress Report) or **October 15-18** (last week of the first 9-weeks grading cycle/first quarter).
- If a student transfers out of a weighted class **between September 9-13**, the student will receive an additional 10 points on their transfer grade to the new course. If a student transfers out between **October 15-18** (end of the grading cycle/first quarter), the transfer grade stands due to the cycle having ended. The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course.
- A student may also exit a year-long course at the end of the first semester. Exit forms must be submitted to the counselor **prior to the last day of the semester**. If a student’s average is below a 70 prior to semester exams, students are recommended to request a change to academic level (Tier I class) for the second semester.

Second Semester

- Students beginning the second semester of a year-long course are expected to remain in the course throughout the remainder of the year.

Campus Approval Committee

- A student requesting to exit a weighted course at any other time must receive approval from the campus approval committee. Parents and students may be asked to appear before the committee in person to discuss the situation. Prior to consideration by the approval committee, the student must:
- Attend a minimum of three documented tutorial sessions and the teacher has documented other instructional interventions that were provided to support the student.
- Attend a documented student/parent/teacher conference.

- Obtain a Weighted Course Exit form from the counselor and obtain all required signatures. Incomplete forms will not be processed. This form must be submitted to the counselor. **Regardless of the approval committee recommendation, changes are always subject to course availability.**

Dual Credit Program Overview

Melissa ISD students have the opportunity to take courses that provide both high school and college credit through a partnership between the district and the following institutions: Collin College, Texas State Technical College (TSTC), and University of Texas-Austin. A variety of courses can be taken for dual credit based on student need and college course offerings.

Dual Credit Core Course Qualifications & Guidelines:

Dual credit core courses are Tier II weighted courses and students should expect course subject matter and workload at a college level. In general, the recommended preparation for success in a dual credit course is a final grade of at least 80 in the previous advanced or dual credit course. The course descriptions in this guide provide details. Students considering changes from academic (Tier I) courses to dual credit (Tier II) courses should consult with their counselor and subject area teachers during the course selection process for any additional entry requirements.

In addition to meeting all requirements for admission to the college, students’ academic records must meet the following criteria before enrolling in a Dual Core Credit course:

- Current GPA of 3.0 or higher
 - Passing score on the EOC(s) in the subject of the Dual Credit course, where applicable
 - Passing grade in each semester of each course in the subject of the Dual Credit course
- *The principal may waive one of these three criteria in exceptional cases.*

Qualified students will be enrolled simultaneously in Melissa Independent School District and Collin College to receive high school as well as college credit.

Classes are taught by Collin instructors according to the policies and procedures of the university. These classes do not follow Melissa ISD policies on topics such as parent contacts, accommodations and disability services, grade reporting, development of the semester exam, determining the semester grade and other procedures. Concerns or questions about those procedures should be directed towards the Collin representatives.

Students must obtain approval by consulting with their counselor prior to initiating enrollment in courses at the community college, as well as satisfying the TSI (Texas Success Initiative) college entrance exam. Students must then complete a separate application and enrollment procedure at the college in order to complete registration for the course. Students should work closely with their counselor to select an appropriate section and time for dual credit classes. Students and parents are strongly encouraged to attend the dual credit information meeting when offered at the high school campus.



Students must receive a grade of 70 or above to obtain high school credit for the course. Students that earn a letter grade of D (60-69) may be awarded a credit for the course. However, they may not be allowed to continue in the dual credit courses with Collin College the following semester.

Melissa ISD covers the cost for tuition and fees for dual credit courses. Students are responsible for the cost of all books or other required course resources. If a student withdraws from or fails a dual credit course, the student will be responsible for reimbursing the school district for the course tuition and fees.

Students desiring to make a change to a dual credit course will be subject to the withdrawal procedures of Collin College. Additionally, any dual credit student that wishes to withdraw should immediately contact the campus counselor to discuss options to recover the credit.

Any students who receive accommodations in high school will need to contact Collin College to apply for services through the ACCESS office. See the Collin website for additional information.

The following courses are available for dual credit core courses:

- English Composition/Rhetoric (ENGL 1301 and ENGL 1302)
- College Algebra (MATH 1314)
- Pre-Calculus (MATH 2412)
- Calculus (MATH 2413)
- Elementary Statistical Methods (MATH 1342)
- U.S. History (HIST 1301 and HIST 1302)
- Principles of Macroeconomics (ECON 2301)
- American Government (GOVT 2305)
- Environmental Science (ENVR 1401 and 1402)

Career & Technical Education (CTE) Dual Credit Qualifications & Guidelines:

Students considering CTE dual credit courses or programs should consult with their counselor during the course selection process for any additional entry requirements.

In addition to meeting all requirements for admission to the college, the following criteria will be considered for enrollment in a CTE Dual Credit course:

- Academic Standing
- Attendance
- Discipline

**Due to limited availability, a lottery system may be utilized to determine students placed in CTE Dual Credit programs.*

Qualified students will be enrolled simultaneously in Melissa Independent School District and partnered institutions: Collin College, Texas State Technical School (TSTC) and/or UT Austin, to receive high school as well as college credit.

Classes are taught by college instructors according to the policies and procedures of the university. These classes do not follow Melissa ISD policies on topics such as parent contacts, accommodations and disability services, grade reporting, development of the semester exam, determining the semester grade and other procedures. Concerns or questions about those procedures should be directed towards the college representatives.

Students must obtain approval by consulting with their counselor prior to initiating enrollment in courses at the community college. Students must then complete a separate application and enrollment procedure at the college in order to complete registration for the course. Students should work closely with their counselor to select an appropriate section and time for dual credit classes. Students and parents are strongly encouraged to attend the dual credit information meeting when offered at the high school campus.

Students must receive a grade of 70 or above to obtain high school credit for the course. Students that earn a letter grade of D (60-69) may be awarded a credit for the course, however they may not be allowed to continue in the dual credit program with the partnered institution the following semester.

Melissa ISD covers the cost for tuition and fees for dual credit courses. Students are responsible for the cost of all books or other required course resources. If a student withdraws from or fails a dual credit course, the student will be responsible for reimbursing the school district for the course tuition and fees.

Students **MUST** take Melissa ISD provided transportation to and from the facility where the course is taught, if applicable.

Students desiring to make a change to a dual credit course will be subject to the withdrawal procedures of the partnered institution. Additionally, any dual credit student that wishes to withdraw should immediately contact the campus counselor to discuss options to recover the credit.

Any students who receive accommodations in high school will need to contact the partnered institution to apply for services through the Disability Services office. See the colleges’ website for additional information.

The following courses are available for dual credit CTE courses:

HEALTH SCIENCE

- Practicum:
 - » Cardiovascular Concepts - DSAE 2303
 - » Electrocardiography - ECRD 1211
 - » Diagnostic Electrocardiography - DSAE 1340
 - » Clinical - Health Services/Allied Health/Health Science, General - HPRS 1160
- Medical Terminology:
 - » Medical Terminology - HITT 1305
 - » Pathophysiology - HPRS 2301

AUTOMOTIVE TECHNOLOGY

- Introduction to Automotive Technology - AUMT 1305
- Electrical Systems - AUMT 1307
- Suspension and Steering - AUMT 1316
- Automotive Brake Systems - AUMT 1310
- Automotive Climate Control Systems - AUMT 1345
- Automotive Electrical Diagnosis and Repair - AUMT 2321
- Automotive DriveTrain and Axles - AUMT 2313
- Automotive Engine Performance Analysis I - AUMT 2317
- Automotive Automatic Transmission & Transaxle - AUMT 2325
- Automotive Electronics - AUMT 2337
- Automotive Engine Performance Analysis II - AUMT 2334
- Hybrid and/or Battery Electric Vehicle Systems Diagnostics - AUMT 2307

HEATING, VENTILATION AND AIR CONDITIONING (HVAC)

- Basic Electricity for HVAC - HART 1401
- Refrigeration Principles - HART 1407
- Residential Air Conditioning - HART 1441
- Gas and Electric Heating - HART 1445

WELDING

- Intro to Multiple Process - WLDG 1407
- Intro to SMAW - WLDG 1428
- Intro to GMAW - WLDG 1430
- Intro to GTAW - WLDG 1434
- Intro to Blueprint Reading - WLDG 1313
- Advanced GMAW - WLDG 2447
- Intro to Layout & Fabrication - WLDG 1317
- Advanced GTAW - WLDG 2451
- Advanced Layout & Fabrication - WLDG 2435
- Advanced SMAW - WLDG 2443
- Intro to Pipe Welding - WLDG 1435
- Advanced Welding in Aerospace App - WLDG 2371

ARCHITECTURAL DESIGN

- Basic Computer-Aided Drafting - DFTG 1309
- Parametric Modeling and Design - DFTG 1345
- Architectural Illustrations - ARCE 1321
- Mechanical Drafting - DFTG 1333

ENGINEERING

- Engineering Design & Presentation

Postsecondary Readiness

Students are encouraged to take standardized tests as part of postsecondary planning. To prepare, we encourage students to become familiar with the options for tests that create opportunities after high school.

PSAT: The PSAT is administered during the school day to 10th and 11th grade students who sign up (limited spots available). We encourage students to link their results into the free online SAT preparation courses. Students are also encouraged to register to repeat the PSAT during 11th grade so they may participate in National Merit and other recognition programs. More information will be shared with students via school email as the date approaches.

More information: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

SAT: The SAT School Day is administered during the school day to students who sign up (limited spots available). SAT School Day is open with limited spots to 12th graders in Fall and both 11th and 12th graders in Spring. This assessment is considered a college entrance exam and may be requested as part of college admissions. More information will be shared with students via school email as the date approaches.

More information: <https://collegereadiness.collegeboard.org/sat>

ACT: Students are encouraged to take the ACT during 11th grade. This assessment is considered a college entrance exam and may be requested as part of college admissions. The ACT is different in structure and timing from the PSAT/SAT.

More information: <http://www.act.org>

ASVAB (Armed Services Vocational Aptitude Battery): The Department of Defense sponsors this free aptitude assessment and career interest inventory. The ASVAB is offered for students in 10th-12th grade at Melissa High School two times per year.

More information: <https://www.asvabprogram.com>

TSIA2: The Texas Success Initiative program is designed to help your Texas public colleges determine the appropriate placement for students that enroll in college level coursework. All 9th and 10th graders will take the TSIA2 Math test in the Spring on campus. TSIA2 test options will also continue to be offer for dual-credit enrollment.

More information: <https://www.highered.texas.gov>



If your child receives routine instructional accommodations due to a disability, please contact your campus to discuss the process for applying to receive instructional accommodations on standardized tests.

Grading & Reporting

Please additionally refer to the information in Melissa ISD board policy EIA (Local) and EIA (Legal).

- The school year is comprised of two semesters, each consisting of approximately 90 days.
- A student will earn credit for a course only if the final grade is 70 or above. For a year-long (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.
- According to state law, students must attend 90 percent of the days a class is offered to receive credit.
- Parents and students are encouraged to become familiar with the Home Access Center (HAC) at <https://www.melissaisd.org/page/hac-support>.
- Updated progress reports will be available every three weeks in the HAC. Report cards are published at nine-week intervals. Paper copies are available upon request.

Grading Practices

Grades in all subject areas will be defined by two categories: **Major & Daily** (see chart below)

To ensure grading reflects a student’s relative mastery of an assignment, the following practices have been established. Teachers will input a minimum **one daily grade per week and one major grade per three weeks**.

	Core Courses <small>(See pages 36-37 for the Math, English, Science, & Social Studies courses calculated in GPA)</small>		Non-Core & Elective Courses <small>(all other courses NOT calculated in GPA)</small>	
Categories	Weights	Minimum Grades per 9 weeks	Weights	Minimum Grades per 9 weeks
Daily	30%	9	50%	9
Major	70%	3	50%	3

Semester 1 = 42.5% of Quarter 1 + 42.5% of Quarter 2 + 15% of Semester 1 Exam

Semester 2 = 42.5% of Quarter 3 + 42.5% of Quarter 4 + 15% of Semester 2 Exam

Retest Guidelines

- Test corrections are not an adequate indicator of mastery learning. Instead, test corrections would be an expected component of tutorial preparation for the retesting opportunity. Test corrections will not be used to raise the student’s score on the assessment.

- For any retests, the grade will only be used if it is higher than the original grade earned on the assignment. The highest possible grade on any retest assignment will be a 70.
- Although criteria has been established limiting the number of allowable retests throughout the school year for Tier II (advanced) courses, there will be multiple opportunities for students to learn the content and achieve mastery in all courses.
- Students who are absent will follow the student absence guidelines for making up assignments.
- If the original assessment was given the last week of the grading period and a reasonable opportunity to redo is not available, the grade shall be taken for the next marking period.
- Semester exams will not be allowed to be retaken regardless of the grade received.
- Each teacher will offer tutorials on a regular basis for students who need extra help.

Tier I Courses & All Electives

Students shall be allowed to retest any major grade for a grade up to 70% in which they have initially failed by completing the following guidelines/steps:

- Schedule and attend one (1) mandatory tutorial with the teacher within one (1) week from receiving the grade.
- Schedule a time with the teacher to retest.

Tier II Courses (not including dual credit courses which have their own requirements)

Students shall be allowed to retake a test in which they have initially failed **for a grade up to 70% only the amount of time(s) listed below according to the student’s grade level** by completing the following guidelines/steps:

- Schedule and attend one (1) mandatory tutorial with the teacher within one (1) week from receiving the grade.
- Schedule a time with the teacher to retest.
 - » **9th Grade:** 1 retest/quarter
 - » **10th Grade:** 1 retest/semester
 - » **11th Grade:** 1 retest/semester
 - » **12th Grade:** 1 retest/semester

Make-Up Work

Students absent from class will have one day to make up the work for each day missed. This may not pertain to assessments and projects when due dates were established prior to the student absence.



Late Work

- **Daily Assignments:** A student who fails to turn in a daily assignment on time will receive a zero recorded in the gradebook.
- **Major Project Assignments:** A student who fails to turn in a major project assignment on time will receive a maximum grade of 70% if one day late and a 10% deduction for each additional day.

Semester Exam Exemptions

Fall semester exams require all students to participate. No exemptions will be granted.

Spring semester exams will be taken the last week of the school year. Students may qualify for exemptions if they meet the criteria below:

- Must be a one-credit course
- 85 or better 2nd semester average for the course
- No more than 3 absences total for 2nd semester (Only A, U, & W count as an absence)
- No ISS, OSS, or DAEP placements for 2nd semester
- All clear fines (library, cafeteria, athletics, clubs, textbook, calculators, etc)
- Completed exemption request form with all required signatures
- Exemptions allowed:
 - » Freshmen = 1 exemption
 - » Sophomores = 2 exemptions
 - » Juniors = 3 exemptions
 - » Seniors = Seniors will take semester exams during normally scheduled courses prior to the end of the semester

Grades & UIL Eligibility

In regard to UIL eligibility, in accordance with EIA (local), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.” In support of mastery learning, all students will be afforded the opportunity to redo or retake tests per MISD Retest Guidelines. These students should receive an Incomplete “I” until their assignments are retaken and the grade is changed to a numerical value. This is true for the first six- week UIL eligibility check, as well as the future nine-week eligibility checks. Students who are eligible to complete make-up assignments after the last day of a grading period can still make up their assignments (according to local policy) and change their UIL eligibility status. These students should receive an Incomplete “I” until their makeup assignments are completed and the grade is changed to a numerical value. Once the grade is changed to an eligible numerical value, the student will regain UIL eligibility, even if this occurs after the UIL seven-day grace period. This is true for the first six-week UIL eligibility check, as well as the future nine-week eligibility checks.

Extracurricular Participation

UIL participants should be aware of the following:

- Eligibility requirements for the first six weeks of each academic year’s credits are determined by state graduation requirements. Students in grades 9-12 may participate in extracurricular activities at the beginning of the school year if the grade specific eligibility criteria below are met:
 - » **Beginning 9th Grade:** Has been academically promoted to the 9th grade.
 - » **Beginning 10th Grade:** Has earned 5 credits towards state graduation.
 - » **Beginning 11th Grade:** Has earned 10 credits or a total of 5 credits the last 12 months.
 - » **Beginning the 12th grade:** Has earned 15 credits or a total of 5 credits the last 12 months.
- UIL eligibility is based on semesters of participation and not years in high school.
- Students are evaluated every three weeks for eligibility status. Loss of eligibility occurs at the end of the first six week’s progress report and, thereafter, only at the end of the nine-week grading period. To regain eligibility, all students must be passing ALL courses.
- All students are eligible during Thanksgiving break, winter break, and spring break.
- The grace period for eligibility is seven calendar days after evaluation, with the exception of holidays.
- Students lose eligibility from participation in extracurricular activities if, after a grade-evaluation period, the student receives a grade below 70 in any academic class other than an identified advanced course.



- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than a 60 in the following advanced courses:
 - » Advanced English I, Advanced English II, Advanced English III
 - » Advanced Algebra I, Advanced Geometry, Advanced Algebra II, Advanced Pre-Calculus
 - » Advanced Biology, Advanced Chemistry, Advanced Physics, Advanced Anatomy & Physiology
 - » Advanced World Geography, Advanced World History
- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than a 70 in any academic class other than the following designated dual credit courses exempt from “no pass no play”:
 - » English Composition/Rhetoric (ENGL 1301 and ENGL 1302)
 - » College Algebra (MATH 1314)
 - » Pre-Calculus (MATH 2412)
 - » Calculus (MATH 2413)
 - » Elementary Statistical Methods (MATH 1342)
 - » U.S. History (HIST 1301 and HIST 1302)
 - » Principles of Macroeconomics (ECON 2301)
 - » American Government (GOVT 2305)
 - » Environmental Science (ENVR 1401 and 1402)

Transcript Evaluation Guidelines

When a transcript is received from an accredited school within the United States, transfer credit will be awarded for any course recognized by the state of Texas. When letter grades are all that is listed on the transcript, MISD high schools will use the scale below to convert from letter grade to a numeric grade if one is not available from the former district. When weighted GPA is calculated, the numeric grades will be subject to the GPA scale.

A+	98	C+	78
A	95	C	75
A-	92	C-	72
B+	88	D	70 (if transferring district awarded credit)
B	85	D	69 (if transferring district denied credit)
B-	82	F	65

Transcripts from Non-Public Schools

Students who enroll in Melissa ISD with credits earned in non-public schools may only transfer credit if the non-public school was accredited. Information about the accreditation of non-public schools in Texas as well as a list of approved accreditation bodies is maintained by the Texas Private School Accreditation Commission (TEPSAC). TEPSAC reviews and certifies organizations as meeting the requirements made by the Commissioner of Education and as having standards comparable to 19 TAC Chapter 97. TEPSAC maintains an annually updated list of accredited non- public Texas schools: <http://www.tepsac.org/app/index.html#/search/schools>. If the non-public school is outside of Texas, only coursework completed at a school accredited by the appropriate regional or national accrediting association will be accepted. Please additionally refer to the information in MISD board policy FD (Local) and FD (Legal) for additional information about credit from non-accredited, non-public schools, including homeschool.

Transcripts from Outside the United States

Transcripts that require translation into English will not receive a letter grade or numerical equivalency. A “P” for passing will be assigned to designate that credit was earned. The maximum number of transcribed courses per year is eight. Accredited international schools that deliver the majority of the instruction in English or utilize an American- based curriculum, as well as Department of Defense schools, will be reviewed in the same manner as transcripts received from accredited schools from within the United States.

Unweighted GPA

Melissa ISD reports an unweighted GPA for each student on the transcript. Grade points are awarded based on the following scale, regardless of the level of the course.

Numerical Grade Range	Letter Grade	Points Awarded
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0.0

Weighted Courses & GPA/Rank Scale

Classroom grade averages are reported in the familiar 100-point system on the report card. Grade point averages and class rankings are computed using the weighted 4.0 scale. This scale is used to weight the grades obtained in courses of varying levels of difficulty (IB, Advanced/Dual Credit, Academic). The course level is listed on the course description.

Courses to be included in GPA/Rank:

Tier	Courses
Tier I	English I, English II, English III, English IV, Business English Algebra I, Geometry, Algebraic Reasoning, Algebra II, Statistics, Pre-Calculus, Financial Math, Math Models with Applications Biology, Integrated Physics & Chemistry, Chemistry, Physics, Anatomy & Physiology, Forensic Science, Environmental Science World Geography, World History, U.S. History, Government, Economics, Personal Financial Literacy
Tier II	Advanced English I, Advanced English II, Advanced English III, Dual Credit English IV Advanced Algebra I, Advanced Geometry, Advanced Algebra II, Advanced Pre-Calculus, Dual Credit College Algebra, Dual Credit Statistics, Dual Credit Pre-Calculus, Dual Credit Calculus Advanced Biology, Advanced Chemistry, Advanced Physics, Advanced Anatomy & Physiology, Dual Credit Environmental Science Advanced World Geography, Advanced World History, Dual Credit U.S. History, Dual Credit Government, Dual Credit Economics
Tier III	IB English , IB Math, IB Science, IB History, IB Spanish, IB Electives

Melissa High School Official GPA & Rank Scale
Class of 2024-2026

Numerical Grade	Tier II (Honors/Advanced)	Tier I
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1

70	2.0	1.0
69	1.9	0.9
68	1.8	0.8
67	1.7	0.7
66	1.6	0.6
65	1.5	0.5
64	1.4	0.4
63	1.3	0.3
62	1.2	0.2
61	1.1	0.1
60	1.0	0.0

Melissa High School Official GPA & Rank Scales
Class of 2027 & Beyond

Grade	Tier III	Tier II	Tier I
100	5.00	4.50	4.0
99	4.95	4.45	3.95
98	4.90	4.40	3.90
97	4.85	4.35	3.85
96	4.80	4.30	3.80
95	4.75	4.25	3.75
94	4.70	4.20	3.70
93	4.65	4.15	3.65
92	4.60	4.10	3.60
91	4.55	4.05	3.55
90	4.50	4.00	3.50
89	4.45	3.95	3.45
88	4.40	3.90	3.40
87	4.35	3.85	3.35
86	4.30	3.80	3.30
85	4.25	3.75	3.25
84	4.20	3.70	3.20

83	4.15	3.65	3.15
82	4.10	3.60	3.10
81	4.05	3.55	3.05
80	4.00	3.50	3.00
79	3.95	3.45	2.95
78	3.90	3.40	2.90
77	3.85	3.35	2.85
76	3.80	3.30	2.80
75	3.75	3.25	2.75
74	3.70	3.20	2.70
73	3.65	3.15	2.65
72	3.60	3.10	2.60
71	3.55	3.05	2.55
70	3.50	3.0	2.50
69	3.45	2.95	2.45
68	3.40	2.90	2.40
67	3.35	2.85	2.35
66	3.30	2.80	2.30
65	3.25	2.75	2.25
64	3.20	2.70	2.20
63	3.15	2.65	2.15
62	3.10	2.60	2.10
61	3.05	2.55	2.05
60	3.00	2.50	2.00
Below 60	0	0	0



Ranking of Students

A student’s grade point average (GPA) shall be determined by the total number of weighted grade points earned divided by the number of courses for which grades are recorded on the academic achievement record. Grade points are awarded according to the Melissa High School Official GPA & Rank Scale (Class of 2024-2026) or Melissa High School Official Rank Scale (Class of 2027 & Beyond) for semester grades through the first semester of the senior year. To determine class walking rank, grade points for the second semester of the senior year, will be awarded based upon the third nine-week grades.

Valedictorian will be the student who has the highest GPA earned in grades 9-12. The salutatorian will be the student with the second highest GPA earned in grades 9-12. In the event that the student with the first or second highest GPA does not fully qualify, the next highest ranking class member who is fully qualified shall receive the honor.

To be eligible for valedictorian or salutatorian honors, a student shall:

- 1. Meet all requirements for graduation; and
- 2. Have been continuously enrolled in the district commencing with enrollment before the first day of the second nine-week grading period of the student’s junior year until graduation; and
- 3. Graduate at the end of the school year. Students who graduated at the conclusion of the first semester or in the summer are not eligible for these honors.

Top 10% & Automatic Admission

Under the Uniform Admission Policy (TEC, §51.803), students that are ranked within the Top 10% of their graduating class are eligible for certain privileges when applying to public colleges in Texas, including automatic admission if they meet the criteria. Students must graduate with a Distinguished Level of Achievement in order to be eligible for Top 10% recognition. Additional information is available from the Texas Education Agency at

https://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission.

Notes on GPA & Rank

Colleges and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the GPA based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Check with your prospective institution for more information.

The GPA and rank will be calculated for students in grades 9-11 at the end of each semester. Students in Grade 12 will have GPA and rank calculated at the end of the first semester, at the end of the third quarter for walking rank, and at the end of the semester for final rank.

This serves as a guide to assist with academic planning. Any errors do not supersede local Board and/or state Board policies.

Course Descriptions

Course descriptions are organized by subject. Grade-level requirements, prerequisites, recommended preparation, GPA (grade point average) weighting, and credit is included in each course description. Additionally, some courses may require an application, fee, transportation, and/or program director approval.



MELISSA HIGH SCHOOL

Course Catalog



Core Courses

English Language Arts

ENGLISH I Grade: 9 Credit: 1 Tier: I	Prerequities: No Prerequisites This course is designed to place emphasis on fundamental language skills: reading, writing, speaking, listening, viewing and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The course includes studies of various literary genres: short story, poetry, novel, drama and non-fiction. The development of critical reading and critical writing skills is a major emphasis of the course.
ADVANCED ENGLISH I Grade: 9 Credit: 1 Tier: II	Prerequities: No Prerequisites Students will participate in a general review of grammar with emphasis upon usage. Strong attention will be given to the development of composition and critical reading skills. Vocabulary development and outside reading will complement each credit of study. All literature study will be supported by composition. Literary emphasis includes the short story, novel, drama, non-fiction and poetry. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in 8th Grade Advanced English.</i>
ENGLISH II Grade: 10 Credit: 1 Tier: I	Prerequities: English I This course includes a review of language skills, the teaching of intermediate composition skills, and an examination of literary themes and forms. The course includes study of various literary genres found in literature across the world: short story, poetry, drama, non-fiction, and the novel. Emphasis will be placed on vocabulary development, composition skills, critical reading and critical writing skills.
ADVANCED ENGLISH II Grade: 10 Credit: 1 Tier: II	Prerequities: English I Students will review writing skills and extend their study of vocabulary, the short story, novel, poetry, and drama. Strong attention will be given to the development of persuasive composition and critical reading skills. Composition will support all literature study. Outside reading assignments will continue. New areas of emphasis will be the development of research skills and rhetoric. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced English I.</i>
ENGLISH III Grade: 11 Credit: 1 Tier: I	Prerequities: English II This course continues emphasis on composition skills, vocabulary skills and literary analysis. The student will explore English as a developing and changing language. Students will study the development of American Literature and important American authors. All literary study is supported by composition with an emphasis in rhetoric. Students will also be engaged in writing research papers and literary analysis papers.
ADVANCED ENGLISH III Grade: 11 Credit: 1 Tier: II	Prerequities: English II This course is designed for students who wish to have a more challenging and rigorous English III experience. In addition to the emphasis areas listed for English III, English III Honors students will be afforded opportunities to engage in lengthier and more challenging reading and writing experience with more sophisticated levels of instruction and more advanced skill work. Ultimately, this course prepares them for dual credit English IV. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced English II.</i>

ENGLISH IV Grade: 12 Credit: 1 Tier: I	Prerequities: English III This course includes a final review of all language skills together with a study of the ideas and culture presented in English literature. Students will receive continued composition practice including critical literary and analysis skills. Students will focus on British literature and authors to examine the breadth of authors of the time period.
DUAL CREDIT ENGLISH IV: ENGLISH COMPOSITION I (FALL SEMESTER) Grade: 12 Credit: 0.5 Tier: II	Prerequities: Refer to Notes Upon successful completion of the course, students can earn 3 college credit hours while simultaneously earning 0.5 credits for English IV. This course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. There is an emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus involves writing the academic essay as a vehicle for learning, communicating and critical analysis. <i>Note: In order to take this course, the student is required to have completed English III, have a 3.0 or higher GPA, have earned passing scores on the English I and English II EOC exams, and meet the TSI college-readiness standard for Reading and Writing, or equivalent. Lab required.</i>
DUAL CREDIT ENGLISH IV: ENGLISH COMPOSITION II (SPRING SEMESTER) Grade: 12 Credit: 0.5 Tier: II	Prerequities: Refer to Notes Upon successful completion of the course, students can earn 3 college credit hours while simultaneously earning 0.5 credits for English IV. This is the second course in the college freshman English track. It is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. There is an emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. <i>Note: In order to take this course, the student is required to have completed English III, have a 3.0 or higher GPA, have earned passing scores on the English I and English II EOC exams, and meet the TSI college-readiness standard for Reading and Writing, or equivalent. Lab required.</i>
BUSINESS ENGLISH Grade: 12 Credit: 1 Tier: I	Prerequities: English III This CTE course enhances communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. <i>Note: Students will receive credit for English IV; however, Business English is not recognized as an Advanced English credit for the NCAA Clearinghouse.</i>
CREATIVE WRITING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequities: English II Creative Writing, a rigorous elective composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

DEBATE I, II & III Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequities: No Prerequisites The major object of Debate class is to train and develop students in the art and science of argumentation. Students will prepare to compete in speech and debate tournaments and will have the opportunity to earn awards and honors, including membership in the National Speech and Debate Association. The course develops skills in argumentation, persuasion, research, audience analysis, critical thinking, time management, and other life skills. <i>Note: Tournament participation is required, with four (4) tournaments per semester. Students in Debate I & II will use the class as a tournament prep class.</i>
NEWSPAPER & YEARBOOK Grade: 9, 10, 11, 12 Credit: 1-2 credits Tier: Non-GPA	Prerequities: No Prerequisites For information regarding this course, please refer to the Mass Media program of study in the CTE area of course listings.
ORAL INTERPRETATION I, II & III Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequities: No Prerequisites Oral Interpretation is an intensive speech and performance course focused on the oral reading of literary texts and scripts as a communication art. Students will choose and analyze literature from many genres and prepare dynamic performances of selections in preparation for tournament competitions in NSDA, TFA, UIL, and NIETOC speaking events. <i>Note: Tournament participation is required, with four (4) tournaments per semester. Students in Oral Interpretation II & III will use the class as a tournament prep class.</i>

Mathematics

ALGEBRA I Grade: 9 Credit: 1 Tier: I	Prerequisites: No Prerequisites In Algebra I, 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. 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.
ADVANCED ALGEBRA I Grade: 9 Credit: 1 Tier: II	Prerequisites: No Prerequisites Advanced Algebra I 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. 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 using multiple strategies and will create new functions through transformations. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in 8th Grade Advanced Mathematics.</i>
MATHEMATICAL MODELS WITH APPLICATIONS Grade: 10 Credit: 1 Tier: I	Prerequisites: Algebra I Mathematical Models with Applications provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

GEOMETRY Grade: 9, 10 Credit: 1 Tier: I	Prerequisites: Algebra I Geometry students will begin to focus on more precise terminology and symbolic representations. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles.
ADVANCED GEOMETRY Grade: 9, 10 Credit: 1 Tier: II	Prerequisites: Algebra I Advanced Geometry students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced Algebra I.</i>
ALGEBRAIC REASONING Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Algebra I In Algebraic Reasoning, students will deepen their understanding of algebraic processes and broaden their knowledge of functions and relationships. Students will study functions through analysis and application that include explorations of patterns and structure, numerical and algebraic methods, and modeling from data using appropriate measurement and software tools.
ALGEBRA II Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Algebra I *Passing TSIA2 Math Score Algebra II students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations.
ADVANCED ALGEBRA II Grade: 10, 11, 12 Credit: 1 Tier: II	Prerequisites: Algebra I *Passing TSIA2 Math Score Advanced Algebra II students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will be introduced to and begin practicing techniques to pass the ACT and SAT with an emphasis on Trigonometry. <i>Note: CONFIRM When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced Geometry and Advanced Algebra I.</i>
PRECALCULUS Grade: 11 12 Credit: 1 Tier: I	Prerequisites: Algebra I; Algebra II; Geometry *Passing TSIA2 Math Score Precalculus approaches topics from a function point of view. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students’ mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

ADVANCED PRECALCULUS Grade: 11, 12 Credit: 1 Tier: II	Prerequisites: Algebra I; Algebra II; Geometry Advanced Precalculus systematically examineswith functions and their multiple representations. Students articulate functional and non-functional trends and made predictions of future outcomes based on projected data.on-functional The study of Advanced Precalculus deepens students’ mathematical understanding and fluency with algebra, conic sections, polar coordinants, sequence and series. Students investigate vectors and trigonometric identities to develop strategies for analyzing complex situations, and use technology to build understanding, make connections in the physical world. Advanced Precalculus emphasizes a multifaceted process of transitioning from computation to analysis, application, and assessment of efficacy. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Algebra II.</i>
FINANCIAL MATHEMATICS Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Algebra I This CTE course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. This course satisfies a high school mathematics graduation requirement.
STATISTICS Grade: 12 Credit: 1 Tier: I	Prerequisites: Algebra I; *Passing TSIA2 Math Score Statistics students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. <i>Note: When selecting this course, it is recommended that the student has completed two (2) years of high school Mathematics courses.</i>
DUAL CREDIT COLLEGE ALGEBRA & STATISTICS Grade: 11, 12 Credit: 1 Tier: II	Prerequisites: Algebra II Dual Credit College Algebra covers an in-depth study of quadratic, polynomial, rational, exponential and logarithmic functions, as well as systems of equations and their applications. Arithmetic and geometric progressions; sequences and series; and matrices and determinants also are discussed. Dual Credit Statistics covers the analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. <i>Note: In order to take this course, the student is required to have completed Algebra II, have a 3.0 or higher GPA, have passing scores for the Algebra I EOC exam, meet the TSI college-readiness standard for Mathematics, and have earned a final grade of 80 percent (80%) or higher in Advanced Algebra II. Graphing calculator and lab required.</i>
DUAL CREDIT PRECALCULUS & CALCULUS I Grade: 12 Credit: 1 Tier: II	Prerequisites: Dual Credit College Algebra Dual Credit Precalculus provides a thorough treatment of trigonometric functions and their graphs; radian measurement; solution of triangles; trigonometric identities; trigonometric equations; applications of trigonometry; polar coordinates; parametric curves; and an introduction to limits. Dual Credit Calculus I is a full course in single variable calculus for science majors. All standard topics will be covered, including limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with applications; parametric equations and polar coordinates; advanced techniques of integration; sequences and series; and improper integrals. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Dual Credit College Algebra.</i>

Science

BIOLOGY Grade: 9 Credit: 1 Tier: I	Prerequisites: No Prerequisites Biology students classify, compare and analyze organisms and systems; identify variables, clarify operational terms and communicate data verbally and graphically; and evaluate research. The course emphasizes using manipulative laboratory materials and equipment to acquire data through the senses.
ADVANCED BIOLOGY Grade: 9 Credit: 1 Tier: II	Prerequisites: No Prerequisites Advanced Biology will exceed the requirements of the regular course of study by providing students with a more rigorous, comprehensive and analytical study of biology involving more group and problem solving skills. Students will work in lecture, discussion, laboratory and project situations with the emphasis on practical applications of biological sciences. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in 8th Grade Advanced Science.</i>
INTEGRATED PHYSICS & CHEMISTRY Grade: 10 Credit: 1 Tier: I	Prerequisites: No Prerequisites IPC integrates the disciplines of physics and chemistry in topics such as: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry. The use of technology and laboratory investigation will be a primary focus in instruction. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the laboratory.
CHEMISTRY Grade: 10 Credit: 1 Tier: I	Prerequisites: Algebra I; Passing Score for Algebra I and Biology EOC Chemistry is the study of the composition, structure, and properties of substances and the changes they undergo. Chemistry includes acquiring data, communication of data, manipulative laboratory skills, concepts and skills of measurement, drawing logical inferences, predicting outcomes and forming generalized statements, applying defined terms based on observations, identifying and manipulating the conditions of investigations, and applications of chemistry in daily life. Topics include the organization of matter, chemical equations and stoichiometry, phases of matter, solutions, chemical reactions, and acid/base chemistry.
ADVANCED CHEMISTRY Grade: 10 Credit: 1 Tier: II	Prerequisites: Algebra I; Earned one (1) high school Science credit Advanced Chemistry will exceed the requirements of the regular course of study by providing students with a more rigorous, comprehensive and analytical study of chemistry involving more group and problem solving skills. Students will work in lecture, discussion, laboratory and project situations with the emphasis on preparation for College Chemistry. <i>Note: When selecting this course, it is also recommended that the student has earned a final grade of 80 percent (80%) or higher in Algebra I.</i>
PHYSICS Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Algebra I Physics is the study of matter and energy and their interactions. Students are introduced to fundamental concepts in the areas of mechanics, light, sound, heat, electricity and magnetism, as well as atomic and nuclear physics. Student investigations emphasize accurate observation, collection and analysis of data. Additional topics may include vector representations and relativity theories. <i>Note: When selecting this course, it is recommended that the student has completed Geometry and Chemistry, and has earned one (1) high school Science credit.</i>

ADVANCED PHYSICS Grade: 11, 12 Credit: 1 Tier: II	Prerequisites: Algebra I Advanced Physics will exceed the requirements of the regular course of study by providing students with a more rigorous and math-intensive study of physics. Vector representations will be emphasized and additional topics may be introduced. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced Algebra II, Geometry, and Chemistry, and in a course that satisfies one (1) high school Science credit.</i>
ANATOMY & PHYSIOLOGY Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Earned three (3) high school Science credits, two which may be taken concurrently In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods and make informed decisions using critical thinking and scientific problem solving. Students learn about a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
ADVANCED ANATOMY & PHYSIOLOGY Grade: 11, 12 Credit: 1 Tier: II	Prerequisites: Earned three (3) high school Science credits, two which may be taken concurrently Advanced Anatomy and Physiology is an intense study of structure and function of the human body. This will include a review of introductory biology, cytology, histology, integumentary, skeletal, muscular, nervous, circulatory, and digestive systems and the special senses. This course is intended for students in health careers and satisfies a level 3 course requirement for the CTE Healthcare Therapeutic Statewide Program of Study. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Biology.</i>
FORENSIC SCIENCE Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Biology; Chemistry Forensic Science is a course that introduces student to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and legal aspects as they relate to each discipline of forensic science. <i>Note: When selecting this course, it is recommended that the student has completed or is concurrently taking Physics. The suggested coherent course sequence for the Law, Public Safety, Correction & Security career cluster is as follows: Law I, Law II, and Criminal Investigations (CI). The student may take this course concurrently with CI.</i>
ENVIRONMENTAL SYSTEMS Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Earned three (3) high school Science credits, two which may be taken concurrently Environmental Systems applies the scientific process to environmental analysis. Key topics will include ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. This course also will discuss management of natural resources and analysis of private and governmental decisions involving the environment. Students will examine case studies and conduct hands-on research, learning that decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.
DUAL CREDIT ENVIRONMENTAL SCIENCE - ES 1401 (FALL SEMESTER) Grade: 12 Credit: 1 Tier: II	Prerequisites: Student is required to have taken Biology and Physics, have a 3.0 or higher GPA, have passing scores for the Biology I EOC exam, meet the TSI college-readiness standard for Mathematics, and have earned a final grade of 80 percent (80%) or higher in Advanced Physics. Lab required. This course is a survey of the forces, including humans, that shape our physical and biologic environment, and how they affect life on Earth. It also includes an introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources. Lab activities will cover methods used to collect and analyze environmental data.

Social Studies

WORLD GEOGRAPHY Grade: 9 Credit: 1 Tier: I	Prerequisites: No Prerequisites World Geography is the study of the world’s people, places, and environments, with a focus on world regions. Students will explore the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; and relationships among people, places, and environments. Students describe the influence of geography on events of the past and present. Particular emphasis is placed on understanding geographic concepts and skills and applying them to students’ daily lives.
ADVANCED WORLD GEOGRAPHY Grade: 9 Credit: 1 Tier: II	Prerequisites: No Prerequisites In Advanced World Geography, students will make greater use of geographic resources, inquiry, research, and technology skills to ask and answer geographic questions for a more in-depth study of World Geography. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in 8th Grade Advanced Social Studies.</i>
WORLD HISTORY Grade: 10 Credit: 1 Tier: II	Prerequisites: No Prerequisites World History is a survey of the history of humankind, emphasizing the study of significant people, events, and issues from the earliest times to the present. Traditional points of reference are identified as students analyze important events and issues in western and nonwestern civilizations. Students will examine political and economic imperialism, major political revolutions, geographic influences on historical events, development of contemporary economic systems, evolution of constitutional governments, development of major legal concepts, major religious and philosophical traditions and the connection of major developments in science and technology with the growth of industrial economies.
ADVANCED WORLD HISTORY Grade: 10 Credit: 1 Tier: II	Prerequisites: No Prerequisites Encounters between human populations who perceive the differences that separate them to be greater than the similarities that unite them have punctuated world history. Such encounters have frequently led to war, imperialism and colonization, and less frequently to cultural imitation and syncretism. The modern world is the product of these encounters as much as, if not more than, it is the product of the development of district regional cultures, such as Western Civilization. This course explores the nature of such encounters and the consequences they have had for cultural and political developments. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced World Geography.</i>
US HISTORY Grade: 11 Credit: 1 Tier: I	Prerequisites: No Prerequisites This course is a history of the United States from 1877 through the present. Emphasis is given to America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws. Historical content focuses on the political, economic and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights.
DUAL CREDIT US HISTORY Grade: 11 Credit: 1 Tier: II	Prerequisites: Refer to Notes Dual Credit US History is a broad interdisciplinary course in the historical development of the United States and North America from pre-colonial to modern times. Assignments will focus on reading, writing, and analysis. <i>Note: In order to take this course, the student is required to have a 3.0 or higher GPA, meet the TSI college-readiness standard for Reading and Writing, or equivalent, and have earned a final grade of 80 percent (80%) or higher in Advanced World History.</i>

GOVERNMENT Grade: 12 Credit: 0.5 Tier: I	Prerequisites: No Prerequisites This course provides an opportunity to explore political and governing processes, theories, structures and functions. Content includes such topics as the political processes at national, state, and local governmental levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on concepts of the free enterprise system, political participation, leadership, decision making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.
ECONOMICS Grade: 12 Credit: 0.5 Tier: I	Prerequisites: No Prerequisites This course is designed to provide opportunities for students to identify and analyze characteristics and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, the role of government, international economic relations, consumer economics, and monetary systems of money and banking.
PERSONAL FINANCIAL LITERACY Grade: 12 Credit: 0.5 Tier: I	Prerequisites: No Prerequisites The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.
DUAL CREDIT GOVERNMENT & ECONOMICS Grade: 12 Credit: 0.5 each Tier: II	Prerequisites: Refer to Notes Dual Credit Economics introduces students to the workings and interrelationships of the U.S. and world economics. Topics covered include principles of economic analysis including measurement of aggregate economic activity, national income determination, money and banking, monetary and fiscal policy, and business fluctuation. Emphasis is given to analyzing real world problems such as poverty, inflation, unemployment, and economic instability. Dual Credit Government is a survey of the underlying ideas, principles, and participatory practices of constitutional government in the United States and Texas. Topics considered include civil liberties and civil rights, constitutionalism, federalism, ideology, pluralism, political culture and socialization, political parties and interest groups, public opinion, republicanism, and voting and electoral politics. <i>Note: In order to take this course, the student is required to have a 3.0 or higher GPA, have earned a passing score on the US History EOC exam, and meet the TSI college-readiness standard for Reading and Writing, or equivalent. Upon successful completion of this course, students can earn three (3) college credit hours per course while simultaneously earning 0.5 credits per course for Social Studies.</i>
PSYCHOLOGY Grade: 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites Psychology focuses on theoretical models of learning, cognition and motivation as well as factors that impact learning and applications of learning strategies. Students will use assessment instruments to identify their own strengths and weaknesses as strategic learners and apply learning skills to coursework. In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.
SOCIOLOGY Grade: 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

World Languages

AMERICAN SIGN LANGUAGE I (ASL I) Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students in American Sign Language I develop the ability to understand ASL phrases receptively and respond expressively when dealing with familiar topics; sign learned words, concepts, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression by knowing the components of ASL.
AMERICAN SIGN LANGUAGE II (ASL II) Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: American Sign Language I (ASL I) American Sign Language II will extend and enrich the topics introduced in American Sign Language I. Students will learn to utilize more directional verbs, deeper levels of description with classifiers, and expanded receptive and expressive skills. Students will also continue to explore deaf culture. The course will include storytelling with ABC and number stories, as well as De VIA art. Receptive and Expressive proficiency will be tested throughout the year.
AMERICAN SIGN LANGUAGE III (ASL III) Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: American Sign Language II (ASL II) Students in American Sign Language III improve the ability to understand ASL phrases receptively and expressively when discussing family history, life cycles, global events and nationalities. Students improve storytelling and practical use of directions through classifiers. Students will experience greater exposure to the Deaf community and deeper understanding of Deaf culture, as well as exploring ASL storytelling and poetry.
AMERICAN SIGN LANGUAGE IV (ASL IV) Grade: 12 Credit: 1 Tier: Non-GPA	Prerequisites: Advanced American Sign Language III (ASL III) American Sign Language IV provides a review and application of conversational skills in American Sign Language and provides intensive practice in interpreting from signing to voice as well as from voice to signing, while increasing vocabulary. The course provides an introduction to American Sign Language literature and folklore. Students will develop speed in expressive and receptive skills in fingerspelling and numbers.
SPANISH I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Spanish I is a course for beginners. The course will establish basic vocabulary and elementary conversation skills. Listening and reading comprehension skills will be taught. Cultural points of interest will be covered. Speaking, listening, reading and writing proficiency will be tested throughout the year.
SPANISH II Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish I Spanish II students will learn the three most common verb tenses. Points of cultural interest will be presented, as well as situations with opportunities for broadening vocabulary and concepts of the language. Speaking, listening, reading and writing proficiency will be tested throughout the year.
ADVANCED SPANISH II Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish I UPDATE Advanced Spanish II is intended for students who are on track to take IB Spanish in the future. The course will explore the same verbs and grammar as Spanish II, but in a more rigorous context. Students will have a variety of reading, writing, listening, and speaking assignments throughout the course.

SPANISH III Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish II or Advanced Spanish II Spanish III students will focus on five commonly used verb tenses. The compound tenses will be learned and used in all skill levels including reading, writing, listening, and speaking. Points of cultural interest will be presented, as well as situations with opportunities for broadening vocabulary and concepts of the language. Speaking, listening, reading and writing proficiency will be tested throughout the year. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Spanish II.</i>
ADVANCED SPANISH III Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish II or Advanced Spanish II NEED TO UPDATE Spanish III students will focus on five commonly used verb tenses. The compound tenses will be learned and used in all skill levels including reading, writing, listening, and speaking. Points of cultural interest will be presented, as well as situations with opportunities for broadening vocabulary and concepts of the language. Speaking, listening, reading and writing proficiency will be tested throughout the year. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Spanish II.</i>
SPANISH IV Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish III Spanish IV students will add two more useful verb tenses, and will be able to use all seven verb tenses comfortably. Points of cultural interest will be presented, as well as situations with opportunities for broadening vocabulary and concepts of the language. Speaking, listening, reading, & writing proficiency will be tested throughout the year. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Advanced Spanish III.</i>
SPANISH V Grade: 12 Credit: 1 Tier: Non-GPA	Prerequisites: Spanish IV Spanish V students will use all the knowledge they gained in Spanish I-IV and apply it to real-world situations. Students will discuss current events, analyze literature, and experience Hispanic culture as they work on achieving true fluency. Students will leave Spanish V prepared for college Spanish and real communication with Spanish speakers. <i>Note: When selecting this course, it is recommended that the student has achieved an intermediate, mid-to-Intermediate, or high proficiency level for Spanish IV in listening, reading, writing, and speaking.</i>
COMPUTER SCIENCE I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra I Computer Science I and II will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>

COMPUTER SCIENCE II Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Computer Science I Computer Science I and II will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>
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General Electives

LEADWORTHY: THE COURSE Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites This course is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service.
PAL I: PEER ASSISTANCE & LEADERSHIP Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Leadership Application & Interview The Peer Assistance and Leadership (PAL) program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. Course content and interactive activities combat issues like school violence, drug use/abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems. PAL I students mentor K-9th grade students two days a week and serve the schools and community.
PAL II: PEER ASSISTANCE & LEADERSHIP Grade: 12 Credit: 1 Tier: Non-GPA	Prerequisites: Leadership Application & Interview The Peer Assistance and Leadership (PAL) program focuses on working with elementary, middle, and high school-age youth. Participants receive effective training in resiliency strategies. Course content and interactive activities combat issues like school violence, drug use/abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems. PAL II students mentor K-9th grade students weekly, organize numerous school events and charity fundraisers, and serve the schools and community. Selected PALs II students will serve as the governing body of the PAL program through the Leadership Council and the Security Council.

STUDENT LEADERSHIP: STUDENT COUNCIL Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Active Member of Student Council The purpose of the Student Leadership course provides students in grades 9-12 specific skills to positively impact their lives and their communities. Areas to be addressed include leadership theory, group dynamics, project management, team building, conflict resolution, communication, SMART goal setting, and collaborative strategies. The course is adaptable across various student populations. The course prepares students not only for active participation in school but also in their community. This course provides the necessary information, experiences, and opportunities that will benefit students in secondary and post-secondary environments as they follow their chosen education or career path. Students solve relevant and current school and community issues by working collaboratively and independently on real-world tasks such as needs assessments, project planning, project implementation, and presentations. Year one is a state credit and subsequent years are local credit.
GT INTERDISCIPLINARY STUDIES MENTOR SEMINAR Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Identified as Gifted & Talented OR Committed to IB Diploma Programme This course is based on the required, exit level Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; it offers a non-traditional learning experience to students who have the ability to create innovative products or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the business or professional community, and prepare for a public presentation of their product or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.
PARTNERS PE Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Application Partners PE is a success-oriented physical education program featuring supervised peer tutors and individualized learning and instruction. The purpose of Partners PE is to encourage physical activity, increase knowledge of health and fitness strategies, and assist in the acquisition of individual lifetime recreation activities and/or skills associated with team sports. Partners PE is designed to meet the unique physical education needs of students with disabilities who cannot meet the TEKS requirements or regular physical education because of physical, social, emotional, or behavioral limitations.

Physical Education (PE) & Health	
LIFETIME FITNESS & WELLNESS PURSUITS Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.
ATHLETICS Grade: 9, 10, 11, 12 Credit: 1 each Tier: Non-GPA	Prerequisites: Athletic Director Approval To achieve the maximum value from athletic program participation, athletes are expected to be enrolled for the full year in order to compete in any UIL sport.
PHYSICAL EDUCATION SUBSTITUTIONS Grade: 9, 10, 11, 12 Credit: 1 each Tier: Non-GPA	Prerequisites: No Prerequisites Some students may earn physical education credit for participation in cheerleading, marching band or certain off-campus activities. Students considering these options should work with a counselor to determine eligibility.
HEALTH Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites This course develops skills that will make students 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.

Fine Arts

DANCE I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Principles of Dance I introduces the terminology and general principles of dance. Students perform beginning/intermediate movements in various genres, study choreography, develop self-discipline, and participate in group routines/projects. In Principles of Dance II, students create expressive phrases, explore the role of dance in diverse cultures, and analyze performances. Principles of Dance III extends development in styles and concepts, with opportunities for students to research dance history and develop performance evaluation skills. In Principles of Dance IV, students will develop and assess their artistic growth, create, produce, perform dance works, design costumes, and relate dance to culture and contemporary society. All courses require a class uniform, and students must perform in recitals and shows. There may be a cost associated with taking a Dance course. <i>Notes: Students may receive one physical education credit. UIL Eligibility Rules apply to this program.</i>
ART I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students will work with a variety of drawing, painting, and sculpting media while developing the elements and principles of art. <i>Note: There will be a cost associated with this course.</i>

ART II: CERAMICS Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art I Students will interpret and organize multiple solutions between natural and manufactured environments. Students will become familiar with different ceramic styles and techniques by expanding on personal themes, applying design skills, and studying and analyzing artwork. <i>Note: There will be a cost associated with this course.</i>
ART III: CERAMICS Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art II: Ceramics Students will become familiar with cultural clay motif styles and apply various ceramic building techniques. Students will apply design skills in creating their artwork. <i>Note: There will be a cost associated with this course.</i>
ART II: SCULPTURE Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art I Students will interpret and organize multiple solutions between natural and manufactured environments. Students will become familiar with different sculpting styles and techniques by expanding on personal themes, applying design skills, and studying and analyzing artwork. <i>Note: There will be a cost associated with this course.</i>
ART III: SCULPTURE Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art II: Sculpture Students will interpret and organize multiple solutions between natural and manufactured environments. Students will become familiar with different sculpting styles and techniques by expanding on personal themes, applying design skills, and studying and analyzing artwork. <i>Note: There will be a cost associated with this course.</i>
ART II: DRAWING Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art I Students will interpret and organize multiple solutions between natural and manufactured environments. Students will become familiar with different drawing styles and techniques by expanding on personal themes, applying design skills, and studying and analyzing artwork. <i>Note: There will be a cost associated with this course.</i>
ART III: DRAWING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art II: Drawing Students will become familiar with different cultural drawing styles and apply various drawing techniques. Students will apply design skills in creating their artwork. <i>Note: There will be a cost associated with this course.</i>
ART II: PAINTING Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art I Students will interpret and organize multiple solutions between natural and manufactured environments. Students will become familiar with different painting styles and techniques by expanding on personal themes, applying design skills, and studying and analyzing artwork. <i>Note: There will be a cost associated with this course.</i>
ART III: PAINTING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art II: Painting Students will become familiar with different cultural painting styles and apply various techniques. Students will apply design skills in creating their artwork. <i>Notes There will be a cost associated with this course.</i>
ART IV: INDEPENDENT STUDIO Grade: 12 Credit: 1 Tier: Non-GPA	Prerequisites: Art III: Painting or Art III: Drawing The independent studio course allows students to work in-depth in drawing and painting. Students begin to develop personal styles and evaluate their work. Students will perform research and create a portfolio. <i>Note: There will be a cost associated with this course.</i>

BAND I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition Participation in all bands is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students must participate in rehearsals and performances before and after school. Band students are expected to rent or purchase their instruments (except for specific instruments provided by the school district) and to purchase their mouthpieces, reeds, and other accessories. <i>Note: Band is a full-year course. UIL eligibility rules apply. There will be a cost associated with this course.</i>
MARCHING BAND Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition All students enrolled in the Wind Ensemble, Symphonic Winds, Symphonic Band, and Concert Band will participate in the Marching Band. Rehearsals begin near the end of July and continue through the fall semester. These rehearsals occur either before or after school. Marching Band performs varsity football games and competes in marching contests sponsored by the University Interscholastic League (UIL) and other organizations. Competitions through other organizations may be entered as well. <i>Note: Band is a full-year course. UIL eligibility rules apply. There will be a cost associated with this course.</i>
COLOR GUARD I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA - Intro - Junior Varsity - Varsity	Prerequisites: Audition Students in the color guard will perform with the Marching Band and function under the umbrella of the band program. Individual members will use various auxiliary equipment and dance to enhance the marching band visually. Marching Band rehearsals begin near the end of July and continue through the fall semester. These rehearsals occur either before or after school. These bands march at varsity football games and compete in marching contests sponsored by the University Interscholastic League (UIL) and other organizations. Contests through other organizations may be entered as well. The Color Guard continues its performance in the spring semester through the Winter Guard program. <i>Note: Students will receive an additional Physical Education substitution credit for the fall semester of Color Guard, not to exceed one (1) full credit. UIL eligibility rules apply. There will be a cost associated with this course.</i>
CONCERT BAND I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition <i>Note: UIL eligibility rules apply. There will be a cost associated with this course.</i>
INSTRUMENTAL ENSEMBLE: CHAMBER I-IV Grade: 9, 10, 11, 12 Credit: 0.5 - 1 Tier: Non-GPA	Prerequisites: Audition and concurrent enrollment in a performing concert band Students in the Instrumental (Chamber) Ensemble must be committed to developing individual musical skills and rehearsing a wide variety of music appropriate for the instrumental group in which they participate. Students in the Chamber Ensemble are expected to perform frequently in classroom settings and more formal arenas. They would have the opportunity to develop leadership skills as coaches for student-led ensembles. This course aims to challenge students to improve their musicianship skills and positively impact the student's artistic development as well as performance experiences. <i>Note: In order to take this course, the student is required to audition and be concurrently enrolled in a performing concert band. UIL eligibility rules apply. There will be a cost associated with this course.</i>
SYMPHONIC WINDS, SYMPHONIC BAND AND CONCERT BAND Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition These groups, at varying levels, will participate in the UIL Marching Contest, Solo and Ensemble Contest (UIL or equivalent), and UIL Concert and Sight-Reading Evaluation. Members of the Symphonic Band will participate in the TMEA Region Band process. Members in these groups will have one or more section rehearsals outside the school day and may have an assigned hearing time outside the school day for grading purposes. These groups will give a variety of performances. For UIL purposes, these groups will be the non-varsity or sub non-varsity bands. <i>Note: UIL eligibility rules apply. There will be a cost associated with this course.</i>

WIND ENSEMBLE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition; Director Recommendation Members in this ensemble will participate in the TMEA Region Band and Orchestra process (winds and percussion), UIL Marching Contest, Solo and Ensemble (UIL or equivalent), and UIL Concert and Sight-Reading Evaluation. Members of this group will have section rehearsals that occur outside of the school day (frequency and length as determined by the director) and an assigned hearing time outside the school day for grading purposes. The Wind Ensemble will give numerous performances both on and off campus. For UIL purposes, this group will be considered the varsity band. <i>Note: Private lessons required. UIL eligibility rules apply. There will be a cost associated with this course.</i>
FRESHMAN & JUNIOR VARSITY CHEER I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition Cheerleaders promote participation and support the athletic teams and student body. They develop leadership, cooperation, self-discipline, and sportsmanship skills. A limited number of participants are selected, and tryouts are in the spring. <i>Note: Cheerleading does not fulfill the Fine Arts credit. Students can receive a maximum of four (4) credits for Cheerleading. UIL Eligibility Rules apply.</i>
VARSITY CHEER I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition Cheerleaders promote participation and support the athletic teams and student body. They develop leadership, cooperation, self-discipline, and sportsmanship skills. A limited number of participants are selected, and tryouts are in the spring. <i>Note: Cheerleading does not fulfill the Fine Arts credit. Students can receive a maximum of four (4) credits for Cheerleading. UIL Eligibility Rules apply.</i>
CHOIR I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: 1 Credit	Prerequisites: Audition for Levels II-IV Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students are placed in a choir class that best meets their individual needs and experience as determined by the director. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>
JAZZ ENSEMBLE I-IV Grade: 9, 10, 11, 12 Credit: 0.5 - 1 Tier: Non-GPA	Prerequisites: Refer to Notes The Jazz Ensemble will present numerous performances both on and off campus. This course is open to both vocal and instrumental students. <i>Note: Selection for the Jazz Ensemble requires an audition, director recommendation, and demonstration of academic proficiency. In order to take this course, the student is required to be concurrently enrolled in one of the parent musical organizations (i.e. choir or concert band). UIL eligibility rules apply. There may be a cost associated with this course.</i>
MIXED CHOIR I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: 1 Credit	Prerequisites: Audition for Levels II-IV Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students are placed in a choir class that best meets their individual needs and experience as determined by the director. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>

SHOW CHOIR I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: 1 Credit	Prerequisites: Audition for Levels II-IV Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students are placed in a choir class that best meets their individual needs and experience as determined by the director. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>
TENOR/BASS CHOIR I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: 1 Credit	Prerequisites: Audition for Levels II-IV Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students are placed in a choir class that best meets their individual needs and experience as determined by the director. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>
TREBLE CHOIR I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: 1 Credit	Prerequisites: Audition for Levels II-IV Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students are placed in a choir class that best meets their individual needs and experience as determined by the director. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>
THEATRE ARTS I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Theatre Arts presents an overview of the various performance and technical aspects of the theatre. Performance areas of study include but are not limited to improvisation, pantomime, mime, voice and diction, stage movement, and acting. Technical aspects discussed include design concepts of lighting, sound, scenery, props, makeup, costumes, and publicity. History of the theatre and careers in theatre will also be explored. Students will be involved in many performances, projects, and other theatrical exercises throughout the year. Students may be required to attend/participate in theatrical performances outside of class.
TECHNICAL THEATRE I-IV (EMPHASIS: SETS, PROPS & SOUND) Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites General areas of study in Technical Theatre include, but are not limited to: principles of costumes, make-up, scenery, lighting, sound design and application, and general stagecraft. History of the theatre and careers in the theatre are also explored. Students will be involved in many design projects, written projects, and tests throughout the year. This class will require stage setup, stage strike, including the use of hand tools, power tools, ladders and other equipment.
TECHNICAL THEATRE I-IV (EMPHASIS: PROPS, COSTUMES & HAIR/MAKE-UP) Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites General areas of study in Technical Theatre include, but are not limited to: principles of costumes, make-up, scenery, lighting, sound design and application, and general stagecraft. History of the theatre and careers in the theatre are also explored. Students will be involved in many design projects, written projects, and tests throughout the year. This class will require stage setup, stage strike, including the use of hand tools, power tools, ladders and other equipment.

MUSICAL THEATRE I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition for Levels II-IV Musical Theatre is an exploration of American Musical Theatre and the work of the actor/singer/dancer. In order to develop as performers, students will prepare material for class presentation and critique as soloists, as members of small groups and in larger ensembles. We will focus on the audition process as well as musical theatre history and repertoire. The class will participate in a culminating showcase performance at the end of the year. This course will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production. <i>Note: Students will receive an additional Physical Education substitution credit for the fall semester of Color Guard, not to exceed one (1) full credit. UIL eligibility rules apply. There will be a cost associated with this course.</i>
THEATRE PRODUCTION I-IV Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Audition This course for advanced theatre students centers around the production of 2-4 shows per year. Students will explore various production aspects of the art of Theatre as productions vary. The class is largely project based and will require production/rehearsal hours outside of class as a component of the student's grade. The specifics of the course vary from production to production. <i>Note: UIL eligibility rules apply. There may be a cost associated with this course.</i>
MUSIC THEORY I Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Refer to notes Music Theory is an introductory course for students who will be majoring in music at the university level or who intend to pursue music as a career. This course is a comprehensive study of the materials of counterpoint and harmony. The study is made through listening and observation of the literature. Lessons in the application include activities in musical writing and analysis. Advanced ear training, individual sight-reading, and the study of musical harmony will be emphasized. <i>Note: Requirements include instructor approval, current active participation in a music ensemble or private lessons, music-reading ability, and advanced instrumental or vocal performance skills.</i>

<div>CTE</div> <div>Business & Industry</div>	
<div>Agriculture</div> <div>LEARN ABOUT THIS PROGRAM OF STUDY</div>	
PRINCIPLES OF AG, FOOD, & NATURAL RESOURCES Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students will develop knowledge and skills regarding career and educational opportunities, personal decelopment, globalization, industry standards, details, practices and expectations for careers in the agricultural industry.
SMALL ANIMAL MANAGEMENT Grade: 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: Principles of Ag, Food, & Natural Resources In small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphigians, reptiles, and birds.
EQUINE SCIENCE Grade: 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: Principles of Ag, Food, & Natural Resources In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donbkeys, and mules.
LIVESTOCK PRODUCTION/LAB Grade: 11, 12 Credit: 1-2 Tier: Non-GPA	Prerequisites: Small Animal Management & Equine Science In Livestock Productions, students will acquire knowldege and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.
VETERINARY MEDICAL APPLICATIONS/LAB Grade: 11, 12 Credit: 1-2 Tier: Non-GPA	Prerequisites: Small Animal Management & Equine Science Veterinary Medical Applications covers topics relating to veterinary practices including practices for large and small animal species.
PRACTICUM IN AGRICULTURE Grade: 12 Credit: 2-3 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Entrepreneurship	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF BUSINESS, MARKETING & FINANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise` systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
BUSINESS INFORMATION MANAGEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In preparation for success in college and in the workplace, BIM I students learn to select and utilize the Microsoft Suite of tools to address business applications of their use. A wide variety of simulated business challenges are presented for students to creatively solve. Students may earn several MOS certifications throughout the year.
ENTREPRENEURSHIP I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students in this course will explore the principles and processes needed to begin and operate a business. Students will analyze business opportunities, prepare business plans, determine feasibility of ideas, and develop plans to organize and promote businesses. In addition, students gain an understanding of required startup capital, expected return on investment, and potential for profit.
ENTREPRENEURSHIP II Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Entrepreneurship I Entrepreneurship II builds on the skills learned in Entrepreneurship I and offers a deeper dive into business creation, ownership, and sustainment.
PRACTICUM IN ENTREPRENEURSHIP OR MARKETING Grade: 11, 12 Credit: 2-3 Credits Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>
PROJECT-BASED RESEARCH IN ENTREPRENEURSHIP Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: CTE Director Approval 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.

Business Management I	
? LEARN ABOUT THIS PROGRAM OF STUDY	
BUSINESS INFORMATION MANAGEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In preparation for success in college and in the workplace, BIM I students learn to select and utilize the Microsoft Suite of tools to address business applications of their use. A wide variety of simulated business challenges are presented for students to creatively solve. Students may earn several MOS certifications throughout the year.
BUSINESS INFORMATION MANAGEMENT II Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Business Information Management I Students in BIM II will 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.
BUSINESS MANAGEMENT Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Business Information Management II This course is designed to familiarize students with the functions of management, including planning, organizing, staffing, leading and controlling. Business Management allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. <i>Note: This course allows successful students to earn articulated credit with Collin College at no cost to the student.</i>
STATISTICS & BUSINESS DECISION MAKING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra II This is an advanced course in the business program of study that fulfills a requirement of the Business and Industry Endorsement. Students will explore employability skills required by business and industry. Students will apply mathematics to problems arising in everyday life. Activities include research projects, presentations and lab simulations. (Dual-Credit Statistics through Collin College provides high school credit for this course).
PRACTICUM IN BUSINESS MANAGEMENT OR ENTREPRENEURSHIP Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Business Management II	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF BUSINESS, MARKETING & FINANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise` systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
BUSINESSINFORMATION MANAGEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In preparation for success in college and in the workplace, BIM I students learn to select and utilize the Microsoft Suite of tools to address business applications of their use. A wide variety of simulated business challenges are presented for students to creatively solve. Students may earn several MOS certifications throughout the year.
VIRTUAL BUSINESS Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: Entrepreneurship I In Virtual Business students will design a virtual business by creating a web presence, conducting online and off-line marketing, examining contract appropriate for an online buisness, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand leval issues associated with a virtual business.
BUSINESS INFORMATION MANAGEMENT II Grade: 10, 11, 12 Credit: 1 Credit Tier: Non-GPA	Prerequisites: Business Information Management II Students in BIM II will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successfull 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.
BUSINESS MANAGEMENT Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: CTE Director Approval This course is designed to familiarize students with the functions of management, including planning, organizing, staffing, leading and controlling. Business Management allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. <i>Notes: This course allows successful students to earn articulated credit with Collin College at no cost to the student.</i>
GLOBAL BUSINESS Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites In Global Business students will analyze the 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.
STATISTICS & BUSINESS DECISION MAKING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra II This is an advanced course in the business program of study that fulfills a requirement of the Business and Industry Endorsement. Students will explore employability skills required by business and industry. Students will apply mathematics to problems arising in everyday life. Activities include research projects, presentations and lab simulations. (Dual-Credit Statistics through Collin College provides high school credit for this course).

PRACTICUM IN BUSINESS MANAGEMENT OR ENTREPRENEURSHIP Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>
Accounting & Financial Services	
LEARN ABOUT THIS PROGRAM OF STUDY	
BUSINESSINFORMATION MANAGEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In preparation for success in college and in the workplace, BIM I students learn to select and utilize the Microsoft Suite of tools to address business applications of their use. A wide variety of simulated business challenges are presented for students to creatively solve. Students may earn several MOS certifications throughout the year.
PRINCIPLES OF BUSINESS, MARKETING, & FINANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
ACCOUNTING I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Accounting I students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.
ACCOUNTING II Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Accounting I Accounting II students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.
PRACTICUM IN BUSINESS MANAGEMENT OR ENTREPRENEURSHIP Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Marketing & Sales	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF BUSINESS, MARKETING & FINANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise` systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
SPORTS & ENTERTAINMENT MARKETING I Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites The course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.
SOCIAL MEDIA MARKETING Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites This course examines the rise of social media and how marketers integrate social media tools into their overall marketing strategy. Students will learn techniques for gaining consumer buy-in to achieve marketing goals and will intentionally select social media platforms to engage consumers. Students will manage a social media presence for an organization and measure the results of their efforts.
ADVERTISING Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites This is a comprehensive introduction to the principles and practices of advertising providing an overview of how communication tools can be used to reach target audiences and increase consumer knowledge. Students will gain knowledge and skill in current advertising techniques across print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising as well as historical influences, strategies, and media decision processes.
SPORTS & ENTERTAINMENT MARKETING II Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: Sports & Entertainment Marketing I The course is the second semester of the Sport and Entertainment Marketing I course.
STATISTICS & BUSINESS DECISION MAKING Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra II This is an advanced course in the business program of study that fulfills a requirement of the Business and Industry Endorsement. Students will explore employability skills required by business and industry. Students will apply mathematics to problems arising in everyday life. Activities include research projects, presentations and lab simulations. (Dual-Credit Statistics through Collin College provides high school credit for this course).
PRACTICUM IN MARKETING & SALES Grade: 11, 12 Credit: 2-3 Credits Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Insurance Operations	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF BUSINESS, MARKETING, & FINANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
BUSINESS INFORMATION MANAGEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In preparation for success in college and in the workplace, BIM I students learn to select and utilize the Microsoft Suite of tools to address business applications of their use. A wide variety of simulated business challenges are presented for students to creatively solve. Students may earn several MOS certifications throughout the year
FINANCIAL MATHEMATICS Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Algebra I This CTE course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. This course satisfies a high school mathematics graduation requirement.
INSURANCE OPERATIONS Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisites: Accounting I Students will understand the laws and regulations to manage the business operations and transactions in the insurance industry.
PRACTICUM IN BUSINESS MANAGEMENT OR ENTREPRENEURSHIP Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Fashion Design	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF ARTS/AV/TECH & COMMUNICATION Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In this CTE Level 1 course students will explore the broad area of a highly technology driven environment. Student will develop a deeper understanding of arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. <i>Note: This course does not count toward a Fine Arts credit.</i>
FASHION DESIGN I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Corequisite Graphic Design I This course introduces students to basic clothing construction techniques, clothing care and maintenance, design principles, textile information, and clothing consumerism. Students also will be prepared to understand the psychological aspects of clothing and textiles. In addition to developing technical knowledge and skills, students will develop an understanding of fashion and textile industries. This course may be taken with or without a Lab component.
FASHION DESIGN II/LAB Grade: 10, 11, 12 Credit: 1-2 Credits Tier: Non-GPA	Prerequisites: Fashion Design I Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction. The lab portion of this course must be taken concurrently with Fashion Design II and may not be taken as a stand-alone course. The Fashion Design II course may be taken with or without a lab component. <i>Note: When selecting this course, the recommended co-requisite is Fashion Design I/Lab.</i>
PRACTICUM IN GRAPHIC DESIGN OR ENTREPRENEURSHIP Grade: 11, 12 Credit: 2-3 Credits Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Graphic Design/Commercial Photography	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF ARTS/AV/TECH & COMMUNICATION Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In this CTE Level 1 course students will explore the broad area of a highly technology driven environment. Student will develop a deeper understanding of arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. <i>Note: This course does not count toward a Fine Arts credit.</i>
GRAPHIC DESIGN & ILLUSTRATION I FOR ADVERTISING & SALES Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites 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/video 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 how those principles apply to design. <i>Note: When selecting this course, it is recommended that the student has taken Digital Media or Principles of Arts, AV Technology and Communication. This course does not count toward a Fine Arts credit.</i>
COMMERCIAL PHOTOGRAPHY I FOR ADVERTISING & SALES Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Commercial photography skills span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students will be expected to develop an understanding of the industry with a focus on creating quality photographs. <i>Note: When selecting this course, it is recommended that the student has taken Digital Media or Principles of Arts, AV Technology and Communication. This course does not count toward a Fine Arts credit.</i>
GRAPHIC DESIGN & ILLUSTRATION II/LAB FOR ADVERTISING & SALES Grade: 10, 11, 12 Credit: 1-2 Credits Tier: Non-GPA	Prerequisites: Graphic Design & Illustration II This course enables the student to apply academic knowledge and skills in art and design projects. The student develops an advanced understanding of graphic design and illustration by interpreting, evaluating and justifying design decisions. In the lab class the student employs a creative design process to create original two- or three-dimensional projects. Students will create designs for defined applications, demonstrate elements of design and design principles and typography, and gain experience with composition and perspective. The lab portion of the course must be taken concurrently with Graphic Design and Illustration II and may not be taken as a stand-alone course. The Graphic Design II course may be taken with or without a lab component.
COMMERCIAL PHOTOGRAPHY II FOR ADVERTISING & SALES Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Commercial Photography I Students will expand upon the skills learned in Commercial Photography I. Increased responsibilities for the selection, composing, and editing photographs in preparation for publication or presentation
PRACTICUM IN GRAPHIC DESIGN, COMMERCIAL PHOTOGRAPHY OR ENTREPRENEURSHIP FOR ADVERTISING & SALES Grade: 11, 12 Credit: 2-3 Credits Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

<div>Digital Communications</div> <div>LEARN ABOUT THIS PROGRAM OF STUDY</div>	
<div>PRINCIPLES OF ARTS/AV/TECH & COMMUNICATION</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>In this CTE Level 1 course students will explore the broad area of a highly technology driven environment. Student will develop a deeper understanding of arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.</div> <div>Note: This course does not count toward a Fine Arts credit.</div>
<div>PROFESSIONAL COMMUNICATIONS</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 0.5</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies as well as changing social and corporate systems demand that students learn to send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem-solving processes. Students enrolled in Professional Communications will identify, analyze, develop, and evaluate communication skills needed for professional and social success in individual, small and large group settings.</div>
<div>WEB COMMUNICATIONS</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 0.5</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>This course is designed to give students a broad look at the power of digital communication. Topics will include web design, crowdsourcing, podcasts, tracing the history of computing, looking at data-driven insight, user interfaces, and the use of websites for political campaigns.</div>
<div>AUDIO/VIDEO PRODUCTION I; LAB</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1-2 Credits</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>Careers in audio/video technology and film production span all aspects of the communications industry. Within this context, Audio/Video (A/V) Production students will develop a generalized understanding of the industry and build a foundational body of technical knowledge and skills needed for success in the arts, audio/video technology, and communications. This course will address a wide range of topics related to the pre-production, production, and post-production of audiovisual products. The lab portion of this course must be taken concurrently with A/V Production I and may not be taken as a stand-alone course. A/V Production I course may be taken with or without a lab component.</div>
<div>AUDIO/VIDEO PRODUCTION II; LAB</div> <div>Grade: 10, 11, 12</div> <div>Credit: 2</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: Audio/Video Production I</div> <div>BROADCAST NEWS: In this class, students specialize in broadcast news production for the campus (Bird's Eye News). Students build upon concepts learned in Audio/Video Production I while mastering the use of camera, lighting, sound, and editing tools. Students apprentice professional work to build a portfolio of broadcast news stories and train for certification as an expert in industry-recognized software. Students also demonstrate an understanding of the industry with a focus on the art and business of news reporting and live broadcasts. Through weekly broadcasts, students develop news, critical-thinking, problem-solving, and collaborative skills. A mandatory lab allows time for the pre-production, production, and post-production cycles. NARRATIVE: In this class, students will produce narrative short films for competition (i.e. UIL Film, SkillsUSA). Students build upon concepts learned in Audio/Video Production I while mastering the use of camera, lighting, sound, and editing tools. Students apprentice professional work to build a portfolio of narrative short films and train for certification as an expert in industry-recognized software. Students also demonstrate an understanding of the industry with a focus on the art and business of film and television production. Through audiovisual storytelling, students develop creative, critical-thinking, problem-solving, and collaborative skills. A mandatory lab allows time for the pre-production, production, and post-production cycles.</div>

<div>PRACTICUM IN AUDIO VIDEO PRODUCTION</div> <div>Grade: 10, 11, 12</div> <div>Credit: 2</div> <div>Tier: Non-GPA</div>	<div>Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval.</div> <div>The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings.</div> <div>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</div>
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<div>Mass Communications (Yearbook/Newspaper)</div> <div>LEARN ABOUT THIS PROGRAM OF STUDY</div>	
<div>PRINCIPLES OF ARTS/AV/TECH & COMMUNICATION</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>In this CTE Level 1 course students will explore the broad area of a highly technology driven environment. Student will develop a deeper understanding of arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.</div> <div>Note: This course does NOT count towards a Fine Art credit.</div>
<div>COMMERCIAL PHOTOGRAPHY I</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div> <div>Yearbook/Newspaper</div>	<div>Prerequisites: No Prerequisites</div> <div>Commercial photography skills span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students will be expected to develop an understanding of the industry with a focus on creating quality photographs.</div> <div>Note: When selecting this course, it is recommended that the student has taken Digital Media or Principles of Arts, AV Technology and Communication. This course does NOT count towards a Fine Art credit.</div>
<div>GRAPHIC DESIGN & ILLUSTRATION</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div> <div>Yearbook/Newspaper</div>	<div>Prerequisites: No Prerequisites</div> <div>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/video 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 how those principles apply to design.</div> <div>Note: When selecting this course, it is recommended that the student has taken Digital Media or Principles of Arts, AV Technology and Communication. This course does NOT count towards a Fine Art credit.</div>
<div>COMMERICAL PHOTOGRAPHY II</div> <div>Grade: 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div> <div>Yearbook/Newspaper</div>	<div>Prerequisites: Commercial Photography I</div> <div>Students will expand upon the skills learned in Commercial Photography I. Increased responsibilities for the selection, composing, and editing photos in preparation for publication or presentation.</div>
<div>GRAPHIC DESIGN & ILLUSTRATION II/LAB</div> <div>Grade: 10, 11, 12</div> <div>Credit: 1-2 Credits</div> <div>Tier: Non-GPA</div> <div>Yearbook/Newspaper</div>	<div>Prerequisites: Graphic Design & Illustration I</div> <div>This course enables the student to apply academic knowledge and skills in art and design projects. The student develops an advanced understanding of graphic design and illustration by interpreting, evaluating and justifying design decisions. In the lab, students will employ a creative design process to create original two- or three-dimensional projects. Students will create designs for defined applications, demonstrate elements of design and design principles and typography, and gain experience with composition and perspective. The lab portion of the course must be taken concurrently with Graphic Design and Illustration II and may not be taken as a stand-alone course. The Graphic Design II course may be taken with or without a lab component.</div>
<div>PRACTICUM IN GRAPHIC DESIGN OR ENTREPRENEURSHIP</div> <div>Grade: 11, 12</div> <div>Credit: 2-3 Credits</div> <div>Tier: Non-GPA</div> <div>Yearbook/Newspaper</div>	<div>Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval.</div> <div>The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings.</div> <div>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</div>

<div>Esports (Pilot)</div> <div>LEARN ABOUT THIS PROGRAM OF STUDY</div>	
<div>Students interested in the Esports field that is emerging should understand that this POS is NOT a state approved program of study, but is a part of a pilot program in which Melissa ISD is participating. It is possible that by graduation, this POS will be state adopted, there is also a possibility that it will not be approved. The course credits will count, as all courses are current statewide approved courses.</div>	
<div>VIDEO GAME DESIGN</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: No Prerequisites</div> <div>Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.</div>
<div>INDEPENDENT STUDY IN EVOLVING & EMERGING TECHNOLOGIES (INTRODUCTION TO ESPORTS)</div> <div>Grade: 9, 10, 11, 12</div> <div>Credit: 1</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: Video Game Design</div> <div>In the Independent Study in Evolving/Emerging Technologies course, through the study of evolving/emerging technologies, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. 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. Independent Study in Technology Applications.</div>
<div>PRACTICUM IN ENTREPRENEURSHIP FOR ESPORTS MANAGEMENT</div> <div>Grade: 11, 12</div> <div>Credit: 2-3</div> <div>Tier: Non-GPA</div>	<div>Prerequisites: CTE Director Approval</div> <div>The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional setting.</div> <div>Note: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</div>

Animation	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF ARTS/AV/TECH & COMMUNICATION Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In this CTE Level 1 course students will explore the broad area of a highly technology driven environment. Student will develop a deeper understanding of arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. <i>Note: This course does not count toward a Fine Arts credit.</i>
DIGITAL ART & ANIMATION Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students use the computer as a fine art tool to create original two-dimensional and three-dimensional works of art. This course offers an introduction to the elements and principles of design as they relate to the work being created in class as well as work created by master artists in the field. <i>Note: This course satisfies a Fine Arts credit.</i>
3D MODELING & ANIMATION Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Digital Art & Animation 3D Modeling and Animation consists of computer images created in a virtual three-dimensional (3D) environment. 3D Modeling and Animation has applications in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. Students in this course will produce various 3D models of real-world objects. <i>Note: This course satisfies a Fine Arts credit.</i>

Networking Systems	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF INFORMATION TECHNOLOGY Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GP	Prerequisites: No Prerequisites In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communicating, and reasoning skills and applying them to the information technology environment.
COMPUTER SCIENCE I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra I Computer Science I will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>
COMPUTER MAINTENANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Principles of Information Technology Students in this course will investigate the design, operation and maintenance of major computer hardware technologies as well as the principles and practices behind system software updates and network connections. This course will address appropriate documentation and other communication skills needed in the workplace. Students will apply technical skills in preparation for industry certification in IT support. The lab portion of the course must be taken concurrently with Computer Maintenance and may not be taken as a stand-alone course. The Computer Maintenance course may be taken with or without a lab component.
NETWORKING Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Computer Maintenance This course introduces students to the fundamental building blocks of a modern network, such as protocols, topologies, hardware, and network operating systems and provides in-depth coverage of important concepts, such as TCP/IP, Ethernet, wireless transmission, and security. Students will select optimal network designs, hardware, and software for specific environments. Students also will learn to build a network from scratch and to maintain, upgrade, and troubleshoot an existing network. The lab portion of the course must be taken concurrently with Networking and may not be taken as a stand-alone course. The Networking course may be taken with or without a lab component.
PRACTICUM IN INFORMATION TECHNOLOGY OR ENTREPRENEURSHIP Grade: 11, 12 Credit: 2-3 Credits Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Construction Management & Inspection	
LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF CONSTRUCTION Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites 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. <i>Note: Only the first course in this program of study will be available during the 2023-24 school year.</i>

Architectural Design	
LEARN ABOUT THIS PROGRAM OF STUDY	
BASIC COMPUTER-AIDED DRAFTING; COMPUTER-AIDED DRAFTING FOR ARCHITECTURE (DFTG 1309) Grade: 10, 11, 12 Credit: Tier: Non-GPA	Prerequisites: No Prerequisites This course is the first step in learning to use computer-aided drafting to create architectural drawings. The course is dual credit with TSTC and held completely online. The course duration is one (1) high school semester and earns three (3) TSTC credits. Laptop computers are provided on loan for students as these programs require higher end machines. <i>Note: This course is taught online through Texas State Technical College and consists of two (2) classes per year for two (2) years. (See TSTC Crosswalk). There may be an additional cost associated with this course.</i>
PARAMETRIC MODELING & DESIGN; ARCHITECTURAL DESIGN I (DFTG 1345) Grade: 10, 11, 12 Credit: Tier: Non-GPA	Prerequisites: DFTG 1309 This is the second course in the Architectural Design POS. Students begin to design in software that allows for 3D drawing. The course duration is one (1) high school semester and earns three (3) TSTC credits. Laptop computers are provided on loan for student as these programs require higher end machines. <i>Note: This course is taught online through Texas State Technical College and consists of two (2) classes per year for two (2) years. (See TSTC Crosswalk). There may be an additional cost associated with this course.</i>
ARCHITECTURAL ILLUSTRATIONS; ARCHITECTURAL DESIGN II (ARCE 1321) Grade: 11, 12 Credit: Tier: Non-GPA	Prerequisites: DFTG 1309 and DFTG 1345 or TSTC approval Architectural Illustration is the third course in a four (4) course series offered online through TSTC. Students will use architectural drawing and sketching techniques in this course. The course emphasizes structures in 3D or pictorially either by hand or computer software. This course duration is one high school semester and earns three (3) TSTC credits. <i>Note: This course is taught online through Texas State Technical College and consists of two (2) classes per year for two (2) years. (See TSTC Crosswalk)</i>
MECHANICAL DRAFTING; PRACTICUM IN ARCHITECTURAL DESIGN (DFTG 1333) Grade: 11, 12 Credit: Tier: Non-GPA	Prerequisites: DFTG 1309; DFTG 1345; ARCE 1321 or TSTC approval The course is the final course in the POS of Architectural Design. Students will study mechanical drawings using dimensioning and tolerances, sectioning techniques, orthographic projection, and pictorial drawings. The course duration is one high school semester and will earn three (3) TSTC credits. <i>Note: This course is taught online through Texas State Technical College and consists of two (2) classes per year for two (2) years. (See TSTC Crosswalk). There may be an additional cost associated with this course. Students will be provided laptop computers.</i>

HVAC & Sheet Metal	
PRINCIPLES OF CONSTRUCTION Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites 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.
HVAC & REFRIGERATION TECHNOLOGY I Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisites: No Prerequisites In HVAC and Refrigeration Technology I, students will gain knowledge and skills in refrigeration principles, including the refrigeration cycle, basic thermodynamics, heat transfer, temperature/pressure relationship, safety, refrigeration containment and refrigeration components. Students also will learn basic electricity for HVAC, including AC and DC circuits as well as component theory and operation. Students will demonstrate proper application and use of tools, test equipment and safety procedures. <i>Note: This program may require four (4) class periods per day, travel to the facility via school transportation, and some additional fees. In order to participate, the student is required to be in good academic standing.</i>
HVAC & REFRIGERATION TECHNOLOGY II Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisites: HVAC & Refrigeration Technology I In HVAC and Refrigeration Technology II, students will gain knowledge and skills in residential air conditioning, including components, applications, installation, operating conditions, troubleshooting, repair and charging of air conditioning systems. Students also will gain proficiency in servicing gas and electric heating systems, including operating conditions, troubleshooting, and repair and safety inspections. Students will demonstrate proper application and use of tools, test equipment and safety procedures. Upon completion of this program, students will be eligible to take the state certification exam in HVAC Repair. <i>Note: This course requires an additional fee and daily travel to Princeton, TX; By state law, this course must be completed in person.</i>
Automotive	
AUTOMOTIVE TECHNOLOGY Grade: 11 Credit: 2 Tier: Non-GPA	Prerequisites: No Prerequisites In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles. The primary goal of this course is to prepare students to pass the Automotive Service Excellence (ASE) certification exams for Braking Systems (A5) and Automotive Electrical/Electronic Systems (A6). Students will work in a simulation lab as well as on actual vehicles. Students also will learn to safely use and care for major shop equipment and tools. Students will explore career and educational opportunities related to the automotive repair industry. <i>Note: This program may require four (4) class periods per day, travel to the facility via school transportation, and some additional fees. In order to participate, the student is required to be in good academic standing.</i>
ADVANCED AUTOMOTIVE TECHNOLOGY Grade: 12 Credit: 2 Tier: Non-GPA	Prerequisites: Automotive Technology In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles. The primary goal of this course is to prepare students to pass the Automotive Service Excellence (ASE) certification exams for Braking Systems (A5) and Automotive Electrical/Electronic Systems (A6). Students will work in a simulation lab as well as on actual vehicles. Students also will learn to safely use and care for major shop equipment and tools. Students will explore career and educational opportunities related to the automotive repair industry. <i>Note: This program may require four (4) class periods per day, travel to the facility via school transportation, and some additional fees. In order to participate, the student is required to be in good academic standing.</i>

Welding	
? LEARN ABOUT THIS PROGRAM OF STUDY	
LEVEL I WELDING CERTIFICATIONS Grade: 11 Credit: 2 Tier: Non-GPA	Prerequisites: Refer to Notes Students will attend four (4) class periods per day, completing a total of eight (8) courses over two semesters, in order to earn the Entry Welding Certification and the Gas Shielded Welding Certification. First semester courses include: Introduction to Multiple Process (Welding 1407), Introduction to Shielded Metal Arc Welding (Welding 1428), Introduction to Blueprint Reading (Welding 1313), and Advanced Gas Metal Arc Welding (Welding 2447). Second semester courses include: Advanced Gas Metal Arc Welding (Welding 2447), Introduction to Gas Tungsten Arc Welding (Welding 1434), Introduction to Layout & Fabrication (Welding 1317), and Advanced Gas Tungsten Arc Welding (Welding 2451). <i>Note: This program may require four (4) class periods per day, travel to the facility via school transportation, and some additional fees. In order to participate, the student is required to be in good academic standing.</i>
LEVEL II WELDING CERTIFICATIONS Grade: 12 Credit: 2 Tier: Non-GPA	Prerequisites: Refer to Notes This course is offered as Dual Credit on the Collin College Tech Campus. Students must ride Melissa ISD transportation to and from the tech campus each day. Students will take several courses each semester- all at the same time. School transportation leaves the High School at 6:30 am. <i>Note: This program may require four (4) class periods per day, travel to the facility via school transportation, and some additional fees. In order to participate, the student is required to be in good academic standing.</i>

Other Business Related Courses	
DOLLARS & SENSE Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites This semester-long course focuses on consumer practices and responsibilities, the money management process, decision-making skills, the impact of technology, and preparation for human services careers.
PROFESSIONAL COMMUNICATIONS Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites Students will identify, analyze, develop and evaluate communication skills in interpersonal situations, group interactions, and personal and professional presentations. This is a one semester course.

CTE	
Public Service	
Law Enforcement	
? LEARN ABOUT THIS PROGRAM OF STUDY	
LAW ENFORCEMENT I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crimes.
CRIMINAL INVESTIGATION Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Law Enforcement II Students in this course will analyze the field of criminal investigations, research criminal investigative procedures including preliminary and follow-up practices, examine the characteristics of effective criminal investigators and evaluate and examine the relationships among individuals involved in investigations.
LAW ENFORCEMENT II Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Law Enforcement I This course provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.
PRACTICUM IN LAW ENFORCEMENT Grade: 11, 12 Credit: 2-3 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Healthcare Therapeutic	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF HEALTH SCIENCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: None In Principles of Health Science, students are provided an overview of career exploration through systems of the healthcare industry, with a focus on leadership development, medical terminology, medical math, ethical and legal issues, nutrition, and concepts of past and current medical trends in the healthcare field.
MEDICAL TERMINOLOGY Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Principles of Health Science Medical Terminology 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. The Pathophysiology 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 Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on the prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. <i>Note: This course may be taken as a full-year high school course or as a single-semester Dual Credit course with a second semester Dual Credit Pathophysiology course.</i>
ANATOMY & PHYSIOLOGY Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Biology; Two (2) High School Science credits (one may be taken concurrently) In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods and make informed decisions using critical thinking and scientific problem-solving. Students learn about a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
ADVANCED ANATOMY & PHYSIOLOGY Grade: 11, 12 Credit: 1 Tier: II	Prerequisites: Biology; Two (2) High School Science credits (one may be taken concurrently) Advanced Anatomy & Physiology is an intense study of the structure and function of the human body. This will include a review of introductory biology, cytology, histology, integumentary, skeletal, muscular, nervous, circulatory, and digestive systems and the special senses. This course is intended for students interested in health careers. <i>Note: When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Biology.</i>
HEALTH SCIENCE/ HEALTH SCIENCE CLINICAL (CCMA IBC AVAILABLE) Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisites: Principles of Health Science I or other Health Science course The course content includes developing the skills to assist physicians with exams, take vital signs, practice aseptic technique, interview patients for medical history, provide proper medical documentation, perform clinical procedures, use aseptic laboratory techniques and protocols, understand and use medical terminology and understand and use office procedures including HIPPA, OSHA, medical insurance billing and medical coding. Students will gain valuable knowledge to prepare them to handle both the clinical duties and administrative responsibilities in a variety of healthcare settings. All students will become certified in American Heart Association CPR and AED. Students who successfully complete the course and are on track to graduate will have the opportunity to sit for the Medical Assistant Certification Exam offered by the National Healthcare Association. *This course involves periodic travel to clinical sites. Students are responsible for providing their own transportation to and from clinical sites.

PRACTICUM OF HEALTH SCIENCE THERAPEUTIC (PHST) Grade: 11, 12 Credit: 2-3 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>
PRACTICUM IN HEALTH SCIENCE WITH DUAL CREDIT EKG Grade: 12 Credit: 2 Tier: Non-GPA	Prerequisites: Principles of Health Science; Health Science Theory/Clinical; CTE Director Approval Though this practicum course is very similar to the Practicum in Health Science Therapeutic (PHST) course, the level of rigor and entry requirements are higher. This course offers students the opportunity to include the study of Dual Credit EKG as a part of their program. <i>Note: When selecting this course, it is recommended that the student has taken Dual Credit Medical Terminology and/or Pathophysiology.</i>

Teaching & Training	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF EDUCATION & TRAINING Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze career options within the Education and Training Career Cluster.
CHILD DEVELOPMENT Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
INSTRUCTIONAL PRACTICES Grade: 10, 11, 12 Credit: 2 Tier: Non-GPA	Prerequisites: Child Development or Principles of Education Instructional Practices is a field-based 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.
PRACTICUM IN EDUCATION & TRAINING Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

Exercise Science & Wellness	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF EXERCISE SCIENCE & WELLNESS Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites The Principles of Exercise Science & Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.
LIFETIME NUTRITION & WELLNESS Grade: 9, 10, 11, 12 Credit: 0.5 Tier: Non-GPA	Prerequisites: No Prerequisites Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.
KINESIOLOGY I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology 1 that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the human body and provide opportunities for an industry certified exam such as a certified personal trainer.
ANATOMY & PHYSIOLOGY Grade: 11, 12 Credit: 1 Tier: I	Prerequisites: Biology; Two (2) High School Science credits (one may be taken concurrently) In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods and make informed decisions using critical thinking and scientific problem-solving. Students learn about a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
KINESIOLOGY II Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Anatomy & Physiology OR Advanced Anatomy & Physiology; Kinesiology I The Kinesiology II course is designed to provide students with an advanced level of knowledge, skills, and understanding of body composition and its effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

CAREER PREPARATION (ATHLETIC TRAINING) Grade: 11, 12 Credit: 2-3 Tier: Non-GPA	Prerequisites: See Notes Career Prep for athletic training is the first course where students begin the study of the athletic training profession and the third course in this program of study. Students will participate in a full classroom study each day in order to learn the skills required to meet the needs of athletes and other participants in school activities that require injury interventions. Students must also spend at least 10 hours each week in work based learning by serving as athletic training assistants in school activities including athletics, marching band, cheerleading and other physical performance activities where the need for attention to participants may be needed. <i>Note: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents. When selecting this course, it is recommended that the student has completed at least one (1) of the following courses: Lifetime Nutrition & Wellness, Principles of Exercise Science & Wellness, or Kinesiology I.</i>
PRACTICUM IN ENTREPRENEURSHIP (ATHLETIC TRAINING) Grade: 11, 12 Credit: 2-3 Tier: Non-GPA	Prerequisites: Kinesiology I & II; CTE Director Approval In the Practicum in Entrepreneurship (Athletic Training) course, students will apply what they have learned and experienced in the classroom to real-world business problems and opportunities, while also participating as student athletic trainers on the field. In addition to the experience gained in the prerequisite course, students in the Practicum will expand their skill set and professional relationships as real or simulated business owners to prepare for an entrepreneurial career in the Exercise Science area of health care. For example, some Athletic Trainers may find themselves with the opportunity to provide their services by way of owning their own business. Students will continue to be required to work a minimum of 10 hours per week within the Melissa ISD athletic training program or personal trainer fields when placements are available. <i>Note: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>

CTE

STEM: Science, Technology, Engineering & Math

Programming & Software Development

LEARN ABOUT THIS PROGRAM OF STUDY

PRINCIPLES OF INFORMATION TECHNOLOGY Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
COMPUTER SCIENCE I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra I Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>
COMPUTER SCIENCE II Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Computer Science I Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>

COMPUTER SCIENCE III Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Computer Science II Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.
PRACTICUM IN INFORMATION TECHNOLOGY, STEM, OR ENTREPRENEURSHIP Grade: 11, 12 Credit: 2-3 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>
INDEPENDENT STUDY IN EVOLVING & EMERGING TECHNOLOGIES (INTRODUCTION TO ESPORTS) Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Video Game Design In the Independent Study in Evolving/Emerging Technologies course, through the study of evolving/emerging technologies, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. 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. Independent Study in Technology Applications.

Cybersecurity	
? LEARN ABOUT THIS PROGRAM OF STUDY	
PRINCIPLES OF INFORMATION TECHNOLOGY Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
FOUNDATIONS OF CYBERSECURITY Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: No Prerequisites Students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity.
COMPUTER SCIENCE I Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Algebra I Computer Science I will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. <i>Note: If the student takes Computer Science I and Computer Science II, this can fulfill the Foundation High School Diploma World Languages requirement.</i>
COMPUTER MAINTENANCE Grade: 9, 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Principles of Information Technology Students in this course will investigate the design, operation, and maintenance of major computer hardware technologies as well as the principles and practices behind system software updates and network connections. This course will address appropriate documentation and other communication skills needed in the workplace. Students will apply technical skills in preparation for industry certification in IT support.

NETWORKING Grade: 10, 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: Computer Science I This course introduces students to the fundamental building blocks of a modern network, such as protocols, topologies, hardware, and network operating systems and provides in-depth coverage of important concepts, such as TCP/IP, Ethernet, wireless transmission, and security. Students will select optimal network designs, hardware, and software for specific environments. Students also will learn to build a network from scratch and to maintain, upgrade, and troubleshoot an existing network.
PRACTICUM IN INFORMATION TECHNOLOGY OR STEM Grade: 11, 12 Credit: 2 Tier: Non-GPA	Prerequisite: Students are required to have completed the first two (2) levels in the program of study & have CTE Director approval. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement and in a variety of instructional settings. <i>Notes: This course requires at least 10 hours of work per week outside of class time within the program of study. Students must be at least 16 years old at the start of the school year and be able to obtain valid work documents.</i>
CYBERSECURITY CAPSTONE Grade: 11, 12 Credit: 1 Tier: Non-GPA	Prerequisites: CTE Director Approval Students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyber attacks, threats, and vulnerabilities, and students will develop security policies to mitigate risk. The skills obtained in this course will prepare students for additional study toward industry certification.

Engineering Foundations

[? LEARN ABOUT THIS PROGRAM OF STUDY](#)
PRINCIPLES OF APPLIED ENGINEERING

Grade: 9, 10, 11, 12
Credit: 1
Tier: Non-GPA

Prerequisites: No Prerequisites

Principles of Applied Engineering provides an overview of various fields of science, technology, engineering and mathematics, and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects and will work on a design team to develop a product or system. Students also will make presentations over course assignments.

MANUFACTURING ENGINEERING TECHNOLOGY

Grade: 10, 11, 12
Credit: 1
Tier: Non-GPA

Prerequisites: Principles of Applied Engineering

This course focuses on planning, managing, and performing the processing of materials into intermediate or final products and supports activities such as production planning and control, maintenance, and manufacturing/process engineering. The course will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

Note: When selecting this course, it is recommended that the student has taken the Principles of Applied Engineering course.

ENGINEERING DESIGN & PRESENTATION

Grade: 11, 12
Credit: 1
Tier: Non-GPA

Prerequisites: Algebra I; Manufacturing Engineering Technology

This course covers the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through the implementation of the design process, students transfer advanced academic skills to component designs.

Note: This course offers the opportunity to earn UT Austin Engineering credit at the end of the course. There may be a cost associated with this course.

ENGINEERING DESIGN & PROBLEM SOLVING

Grade: 12
Credit: 1
Tier: Non-GPA

Prerequisites: Engineering Design & Presentation

The Engineering Design & Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem-solving are inherent to all engineering disciplines.

Note: This course satisfies the graduation requirement of a 4th high school science credit. When selecting this course, it is recommended that the student has earned a final grade of 80 percent (80%) or higher in Computer Science I.