

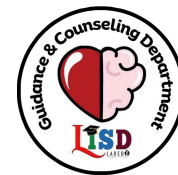


2023-2024 ACADEMIC PLANNING GUIDE

CLASS OF 2027



ACADEMIC PLANNING GUIDE: 2023 - 2024



Laredo Independent School District Website — www.laredoisd.org

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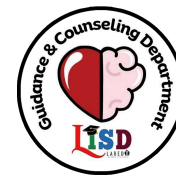
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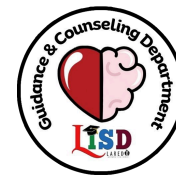


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Planning Guide for Academic Success

This academic planning guide assists Laredo ISD students in making course selections for high school. This guide, which includes all high school course offerings and graduation plans, will help guide you and be your road map to academic success. High school principals, guidance counselors, and district staff collaborated in this joint effort designed specifically to help you and your parents plan your successful high school career. We encourage you to choose the courses that will ultimately benefit your college and career goals.

High school guidance counselors will work to assist you in choosing the most appropriate and challenging courses to meet academic success. Carefully review your choices with your parents or guardians. Remember to keep your academic goals a priority so that you can maximize your opportunities for post-secondary education.

PLANNING YOUR HIGH SCHOOL PROGRAM

Practical suggestions for students and parents:

Freshman Year

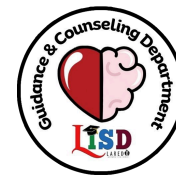
- Design your four-year plan for graduation, to include courses leading to your endorsement and performance acknowledgement.
- The courses and grades determine the grade point average used by the school and colleges.
- Participate in school related activities and community service.
- Consider taking courses, through dual credit.
- Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 & 12.
- Connect your 8th grade interest inventory with your selected endorsement (Four Year Plan) leading to college and career readiness.
- Begin attaining community service hours. A minimum of 100 Community Service hours are required to earn a cord for graduation.

Sophomore Year

- Plan your schedule to complete required courses for graduation.
- Plan to schedule prerequisite courses for electives you want to take in grades 11 and 12.
- Review your transcript and verify grade point average and rank.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- Consider taking college placement exams (TSI) in preparation for college credit courses. (Student must meet criteria set by LC/TAMIU)
- Attend LISD College Night in the fall and gather information on colleges and careers.
- Participate in school related activities and community service.
- Keep an updated resume and portfolio of accomplishments.
- Consider taking courses through dual credit.

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Junior Year

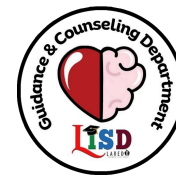
- Take TSI to meet college readiness standards.
- Discuss your grade point average and test scores with your counselor and make wise choices about junior and senior classes and college options.
- Review and update your four-year plan for graduation.
- Plan to take the PSAT/NMSQT (National Merit Scholarship Qualifying Test) in October. (The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score.)
- Participate in school-related activities and community service. (Institutes of higher learning considers a student's involvement in activities other than academics.)
- Take the SAT/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.
- Consider taking courses through dual credit or online. Additional credits are impressive to colleges.
- Maintain an updated resume and portfolio of accomplishments.
- Attend College Night in the fall and gather information on colleges and careers.
- Continue your college search and planning

Senior Year

- Plan a schedule with rigorous coursework and activities. (Colleges look at courses and grades in making admission decisions and students must be prepared to compete academically on the college campus.)
- Consider an Advanced Placement or dual credit course to experience a college-level curriculum. (Colleges look for AP designation or dual credit on high school transcripts. LISD believes that all students need to be college ready. We encourage students to continue in core courses even if all graduation requirements have been met.)
- Consider three years of a language other than English. (It demonstrates the student's desire to be more competitive and prepared for college.)
- Review your grade point average and your test scores to make wise choices on courses for the senior year and college.
- Participate in school-related activities and community service (Institutes of higher learning considers a student's involvement in activities other than academics).
- Take the SAT/ACT in the fall. Register in early September. Review SAT/ACT scores and retest if necessary.
- Attend College Night in the fall and college information seminars to gain information on the college admission process.
- Apply to colleges early in your senior year.
- Complete Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) as soon as it opens during your senior year.
- Complete scholarship applications.
- Take/Retake TSI to meet college readiness standards.

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Classification by Credits

Freshman	0 - 5.5 Credits
Sophomore	6 - 11.5
Junior	12 - 17.5
Senior	18+

State Assessment/Graduation Requirement

In addition to completing the credit requirements under a specific graduation plan, the student must also pass the end-of-course (EOC) assessment designed to measure student academic performance in core high school courses. The End-of-Course became part of the graduation requirements beginning with the freshman class of 2011-2012. End-of-Course assessments for secondary-level courses will be given in Algebra I, Biology, English I, English II and United States History.

STAAR End of Course (EOC) Assessments

- English I
- English II
- Algebra I
- Biology
- United States History

HB 3 – Financial Aid Mandate

Beginning with students enrolled in 12th Grade during the 2021-2022 school year, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA)
- Complete and submit a Texas Application for State Financial Aid (TASFA)
- Submit a signed opt-out form

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the same high school in the district for the four semester's immediately preceding graduation.
2. Be graduating after exactly eight semesters of enrollment in high school: and
3. Have completed the foundation program with Distinguished Level of Achievement.

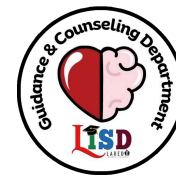
Academic Achievement Class Ranking

The district shall calculate weighted numerical grade averages to a sufficient number of decimal places so that no ties exist among eligible students.

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Honor Graduates

The District shall recognize as an honor graduate each student who has earned a weighted numerical grade average no lower than 90 regardless of the graduation program.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for the purposes of receiving the honor graduate certificate from the State of Texas.

To be eligible for valedictorian honors, student shall:

1. Have been continuously enrolled in the same high school in the district of the four semesters immediately preceding graduation; and
2. Have completed the Foundations Program with Distinguished Level of Achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Letter grades of transferred students from outside the District shall be assigned the following value, if a numerical value is not provided:

A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
F	<i>Numerical average if so transcribed, or if not, the number assigned shall be 59</i>						

Weighted Credit Courses:

Beginning with the freshman class of 2026, courses will be classified as regular non-weighted, weighted Honors, weighted AP, or weighted dual college credit.

- Weighted Honors course grades will be multiplied by **1.05**
- Weighted AP course grades will be multiplied by **1.10**
- Weighted AP courses with a qualifying AP exam score of **3, 4, or 5** shall be multiplied by **1.15**.
- Dual Credits earned through a Dual Enrollment Program will be awarded a weight of **1.15** effective class of 2019 and thereafter.

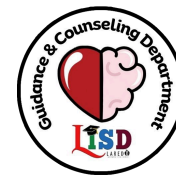
Grade Point Average

Calculated using the following:

1. Completed and earned dual enrollment program credits and AP credits will be utilized for grade point average and class ranking.
2. Any high school credit taken prior to freshman year will be included on the high school transcript.
3. Courses taken prior to freshman year will be calculated in grade point average only if they are aligned to a STAAR End of Course Exam. Example: Algebra I
4. Spring dual-enrollment courses for seniors will not be calculated in GPA.
5. Numerical grades earned at Institution of Higher Education (IHE) will be calculated into GPA.

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Concurrent Enrollment

High school students in their junior year may enroll concurrently at the local university or community college if they meet criteria as set by the institution of higher learning. Concurrent enrollment is the opportunity to take university level courses for university credit while still in high school. Each student participating in concurrent enrollment is responsible for his/her college tuition. Each student earning a “B” or better is responsible for providing his/her counselor with an official university transcript if they intend to use this course for Performance Acknowledgment. Some students may qualify for concurrent enrollment tuition scholarships from their respective colleges or other funding sources. Students should visit their counselor for more information.

Note: Concurrent Enrollment will not be calculated in the GPA.

Dual Credit

Collaboration between Laredo College, Texas A & M International University, and Laredo ISD is a crucial element in providing dual enrollment to students. Laredo ISD together with both institutions of higher education has defined through dual enrollment agreements, the qualifying courses of which will equate to proper high school course credit. Students having an interest in participating in dual or concurrent enrollment must meet all requirements set forth by the Texas Higher Education Coordinating Board.

Dual Enrollment courses will be taught on the college campuses, high schools, online or hybrid in accordance with the college’s instructional calendar. The method and location will be determined by both institutions which will be mutually agreed upon. Students meeting entrance requirements for House Bill 1 will take courses listed below. For students enrolled in district Early College Programs/Academies, refer to crosswalks included in this manual.

*** Please note that dual courses offered by the district may vary depending on college and district resources available. ***

Top 10 Percent Eligible for Automatic Admission

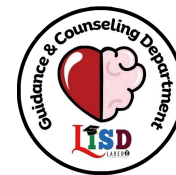
Under HB5, students who hope to gain automatic admission to the state’s public-universities under the top 10 percent rule must graduate under the Foundation with Endorsement Plan with DLA. (Exception: University of Texas at Austin and Texas A&M University, see your counselor for details).

Credit by Exam for Acceleration-Texas Tech University

Graduation credit requirements may be fulfilled by earning a grade of at least an eighty (80) on the Credit by Exam for acceleration in each subject that is challenged. Exams are offered for courses with no previous instruction and are administered four times a year. For dates and additional information, please see your counselor. Credit by Exam for Acceleration grades will be included in the grade point average.

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Foundation Graduation Program

English Language Arts

Four credits:

- English I
- English II
- English III
- An advanced English course

Mathematics

Three credits:

- Algebra I
- Geometry
- An advance math course

Science

Three credits:

- Biology
- IPC or advanced science course
- Any advanced science course

Social Studies

Three credits:

- World History or World Geography
- U.S. History
- U.S. Government (0.5 credit)
- Economics (0.5 credit)

***Speech-local policy** (0.5 credit)

Physical Education (0.5 credit)

Languages Other Than English (LOTE)

Two credits in the same language

Computer Programming Languages (other exceptions)

Fine Arts

One credit

***Health-local policy** (0.5 credit) or **Principles of Health Science** (substitution)

Electives

Four credits

Total Credits

22 Credit Requirement

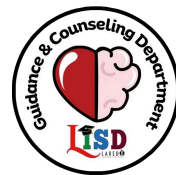
Endorsements

A student may earn an endorsement by successfully completing:

- Curriculum requirements for the endorsement and
- four credits in mathematics and
- four credits in science and
- two additional elective credits

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STEM-Endorsement

Includes 4 courses in a coherent sequence directly related to:

- science, including Chemistry and Physics or
- technology, including computer science or
- engineering or
- advanced math

Business and Industry

Includes 4 courses in a coherent sequence directly related to:

- database management or
- information technology or
- communications or
- accounting or
- finance or
- marketing or
- welding or
- logistics or
- automotive technology or
- HVAC or
- Culinary arts and hospitality

Public Services

Includes 4 courses in a coherent sequence directly related to:

- health sciences and occupation or
- education and training or
- law enforcement or
- human service (cosmetology) or
- JROTC

Arts and Humanities

Includes 4 courses in a coherent sequence directly related to:

- political science or
- world languages or
- cultural studies or
- English literature or
- History (5 credits) or
- fine arts

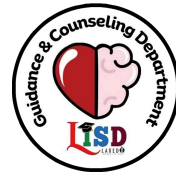
Multidisciplinary Studies

Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement

Total Credits

26 - with Endorsement(s)

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Distinguished Level of Achievement

- Four credits in math, including credit in Algebra II
- Four credits in science
- Completion of curriculum requirements for at least one endorsement

Performance Acknowledgment for Outstanding Performance

- Dual Credit – 12 hrs. or Associate's Degree
- Bilingualism – 80+ grade English and 80+ grade in 3 LOTE or 3+ on AP LOTE
- Exam AP Exam – 3, 4, 5
- PSAT NMSQT Scholar or National Recognitions through CollegeBoard
- ACT – 28 Comp without writing
- SAT – 1310+ total score
- National or International Recognized Certifications/License

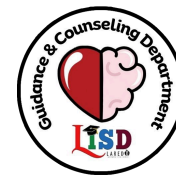
Foundation Plus Endorsements

In order to earn an endorsement, students must complete all requirements of the Foundation program which includes additional core area courses and:

- Students must specify in writing which endorsement he/she chooses during 8th grade.
- A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.
- Students must at least earn a total of 26 credits to earn an endorsement
- Students must have at least 5 state elective credits.

[TEA Endorsement Information Link](#)

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Course Descriptions

English Language Arts/Reading

Graduation Requirements

English I (EOC)

Prerequisite: None

Credit 1.0

Weight 1.0

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language.

Honors English I (EOC) ★

Prerequisite: None

Credit 1.0

Weight 1.05

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English I for Speakers of Other Languages [ESOL] – (EOC)

Prerequisite: Per the LPAC Committee recommendations

Credit 1.0

Weight 1.0

This course enables non-English speaking students to increase and refine beginning vocabulary and communications skills. Oral reading skills are stressed. High school students are expected to focus on listening and speaking while reading and writing skills are improved. Students read English using cues, syntax, visuals, the context of the text, and the prior knowledge of language and structure of text. Students brainstorm, draft, and complete written compositions on a regular basis. (English I ESOL uses English I curriculum but modifies it for the ESL student. Students who take ESOL I to satisfy their English I requirement are required to take the English I EOC exam as part of their graduation requirements.)

English II (EOC)

Prerequisite: English I

Credit 1.0

Weight 1.0

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

Honors English II (EOC) ★

Recommended Prerequisite: English I

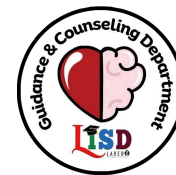
Credit 1.0

Weight 1.05

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a

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wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English II for Speakers of Other Languages [ESOL] - (EOC)

Credit 1.0

Prerequisite: Per the LPAC Committee recommendation

Weight 1.0

This course enables limited-English speaking students (intermediate to advanced levels) to continue and refine communications skills. ESOL students read a variety of texts for various purposes with an increasing accuracy to address a specific purpose and audience in language arts and all content areas. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include response to literature, reflective essays, or autobiographical narratives. (English II ESOL uses English II curriculum but modifies it for the ESL student. Students who take ESOL II to satisfy their English II requirement are required to take the English II EOC exam as part of their graduation requirement.)

English III

Credit 1.0

Prerequisite: English II

Weight 1.0

Students will engage in activities that build on their prior knowledge and skills to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

AP English Language and Composition ★

Credit 1.0

Recommended Prerequisite: English II

Weight 1.10

Satisfies English III high school requirement/ equivalent to ENGL 1301

Students engage in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

CLAR III (College Level Academic Readiness) – Local Credit

Credit 1.0

Prerequisite: English II

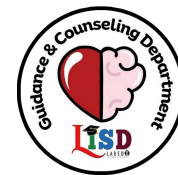
Weight 1.0

This course will specifically focus on skills and concepts students need to excel on the AP Language and Composition Exam. Students will have the opportunity to take timed, in-class mock exams to emulate a real testing environment. The course will build on foundational skills and refine them to increase students' level of analytical, critical, and problem-solving thinking processes through routine practice to ensure student success.

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English IV

Prerequisite: English III

Credit 1.0

Weight 1.0

Students will engage in activities that build on their prior knowledge and skills to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

AP English Literature and Composition ★

Recommended Prerequisite: English III

Credit 1.0

Weight 1.10

Satisfies English IV high school requirement/ equivalent to ENGL 1302

Students engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone.

CLAR IV (College Level Academic Readiness) – Local Credit

Prerequisite: English III

Credit 1.0

Weight 1.0

This course will specifically focus on skills and concepts students need to excel on the AP Literature and Composition Exam. Students will have the opportunity to take timed, in-class mock exams to emulate a real testing environment. The course will build on foundational skills and refine them to increase students' level of analytical, critical, and problem-solving thinking processes through routine practice to ensure student success.

English 1301 (Composition I) – Dual Enrollment ★ for 3 semester hours

Prerequisite: Satisfactory score on standard assessment test, or exemption from TSI test. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE. (Satisfies English III)

Credit 1.0

Weight 1.15

The objective of this course is to build students' reading and writing skills using selected readings and guiding them through the writing process. Students will apply critical and analytical thinking skills by dissecting a variety of texts and will employ an awareness of voice, audience, purpose, and mode through multiple stages of writing. Students will also practice listening and speaking skills through discourse of relevant topics based on reading and writing assignments. In addition, this course will introduce research writing and finding credible sources in print and electronic. To earn credit, this course must be completed with a "C" or better.

English 1302 (Composition II) – Dual Enrollment ★ for 3 semester hours

Prerequisite: ENGL 1301 with a grade of "C" or better. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE. (Satisfies English IV)

Credit 1.0

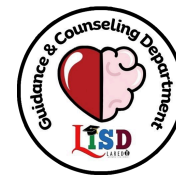
Weight 1.15

The goal of this course is to further develop reading and writing skills students acquired from 1301. Students will continue to evaluate selected readings that are more rigorous and extensive. Additionally, students will apply the art of argumentation by using their listening,

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speaking, and writing based on analysis and discussion of reading tasks. Students will be supported through every step of the research process that now entails in-depth techniques such as synthesizing information, evaluating primary and secondary sources, and essay length. There will be a series of comprehensive research projects that incorporate more sophisticated application of reading and writing skills. To earn credit, this course must be completed with a "C" or better.

ENGL 2327 American Literature I – Dual Enrollment ★ for 3 semester hours **Credit 1.0**
Weight 1.15

Prerequisite: English I301

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

ENGL 2351 Mexican-American Literature – Dual Enrollment ★ for 3 semester hours **Credit 1.0**
Weight 1.15

Prerequisite: English 1301/1302

Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative). A survey of Mexican-American/Chicano literature from Mesoamerica to the present. Students will study literary works of fiction, poetry, drama, essays, and memoirs in relation to their historical, linguistic, political, regional, gendered, and cultural contexts. Texts will be selected from a diverse group of authors, literary movements, and media forms. Topics and themes may include the literary performance of identity and culture, aesthetic mediation of racialization, struggle and protest, and artistic activism.

Practical Writing– Local Credit **Credit 1.0**
(Satisfies Advanced English IV or Elective Credit) **Weight 1.0**

Prerequisite: None

This course prepares students to compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. Additionally, students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

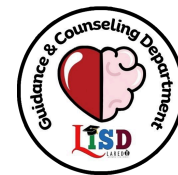
Professional Communications **Credit 0.5**
Prerequisite: None (CTE) (Local Requirement) **Weight 1.0**

This course develops effective communication skills. Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations.

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Advanced Journalism: Yearbook I (Elective Credit)

Credit 1.0

Prerequisite: Business Image Multimedia

Weight 1.0

Students will plan, draft, and complete written communications on a regular basis, become analytical consumers of media to enhance their journalistic skills, learn journalistic ethics and standards, and plan, organize, and prepare a project.

Debate I (Elective Credit)

Credit 1.0

Prerequisite: None

Weight 1.0

Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in debate become interested in current issues, develop sound critical thinking, and sharpen communication skills.

Independent Study in English

Credit 1.0

Prerequisite: English II

Weight 1.0

Write a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes, evaluate written work, read extensively for a variety of purposes, and monitor and adjust their use of a variety of comprehensive strategies.

Reading I (Elective credit)

Credit 1.0

Prerequisite: None

Weight 1.0

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. Support course for English I EOC.

Reading II (Elective credit)

Credit 1.0

Prerequisite: None

Weight 1.0

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. Support course for English II EOC.

Reading III (Elective credit)

Credit 1.0

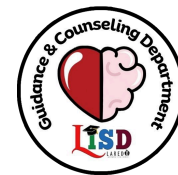
Prerequisite: None

Weight 1.0

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students

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interpret and understand varying forms of content texts in preparation for post-secondary schooling. Support course for English I and II EOC.

FILAS (Foundations of Intensive Language Acquisition and Support) **Credit 1.0**
Prerequisite: LPAC committee recommendation (Elective credit) **Weight 1.0**

This one credit course is designed for recent immigrant and /or recently arrived English language learners (ELLs) who are unschooled or have limited schooling. This course will assist students to become proficient in listening, speaking, reading and writing in English. It prepares students to succeed in the American public school system.

Literary Genres **Credit 1.0**
Prerequisite: None **Weight 1.0**

This course is designed to improve the ability to understand and analyze motivations and techniques of writers in various genres. It engages students in the reading of rich, mentor texts with the opportunity to become critical thinkers with the process of analysis, which exists as the cornerstone for success in the workplace, the military, and/or post-high school collegiate work.

Creative Writing **Credit 1.0**
Prerequisite: None **Weight 1.0**

This course is designed to guide students in creative writing through experience in three genres: short story, poetry, and creative non-fiction. The course includes analysis of literary models (professional writing in each genre), individual and class criticism of work in a workshop mode, and lecture and discussion of literary techniques in each genre.

Research and Technical Writing **Credit 1.0**
Prerequisite: None **Weight 1.0**

This course examines the principles and methods of technical writing. Students explore a variety of methods and approaches for creating technical texts, including documents that demonstrate proficiency in the writing of reports, correspondence, manuals, proposals, articles, and specifications.

College Prep ELA/CPELA (Satisfies Advanced English Requirement) **Credit 1.0**
Prerequisite: English III **Weight 1.0**

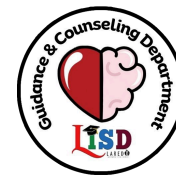
This course prepares students to compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. Additionally, students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

English Language Development and Acquisition **Credit 1.0**
Course Abbreviation: ELDA **Weight 1.0**

This course implements the English Language Development and Acquisition TEKS (§128.36) and is designed to provide instructional opportunities for recent immigrant students who have little or no English proficiency. The course enables students to become increasingly more

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proficient in all four domains – listening, speaking, reading and writing. The ELDA course will satisfy elective credit requirements for graduation. The course must be taken concurrently with a corequisite language arts/reading course. Students may take this course with a different corequisite for a maximum of two credits.

Mathematics

Algebra I (EOC)

Credit 1.0

Prerequisite: 8th Grade Math or its equivalent

Weight 1.0

In this course students, students will study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations, use a variety of representations (concrete, numerical, algorithmic, and graphical) to solve meaningful problems. Students must demonstrate mastery of the subject in order to take other math classes.

Honors Algebra I (EOC) ★

Credit 1.0

Prerequisite: 8th Grade Math or its equivalent

Weight 1.05

In this course, students will study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations, use a variety of representations (concrete, numerical, algorithmic, and graphical) to solve meaningful problems. Curriculum is taught at a higher depth and complexity. Students must demonstrate mastery of the subject to take other math classes.

Geometry

Credit 1.0

Prerequisite: Algebra I

Weight 1.0

In this course, students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems.

Honors Geometry ★

Credit 1.0

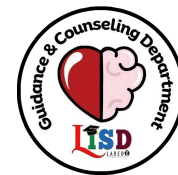
Prerequisite: Algebra I

Weight 1.05

In this course, students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

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Mathematical Models with Applications

Credit 1.0

Prerequisite: Algebra I

Weight 1.0

In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

Algebraic Reasoning

Credit 1.0

Prerequisite: Algebra I

Weight 1.0

In this course, students will study functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness. Effective Fall of 2018 and thereafter.

Algebra II

Credit 1.0

Required: Algebra I *Prerequisites:* Algebra I, Geometry

Weight 1.0

In this course students study linear systems and quadratic functions. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems.

Honors Algebra II ★

Credit 1.0

Required: Algebra I *Prerequisites:* Algebra I, Geometry

Weight 1.05

In this course, students study linear systems and quadratic functions. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems. Curriculum is taught at a higher depth and complexity.

Precalculus

Credit 1.0

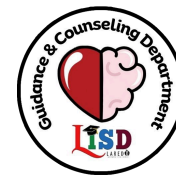
Required: Algebra I *Prerequisites:* Algebra I, Geometry, Algebra II

Weight 1.0

In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical,

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algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems.

Honors Precalculus ★

Credit 1.0

Required: Algebra I *Prerequisites:* Algebra I, Geometry, Algebra II

Weight 1.05

In Honors Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems. Curriculum is taught at a higher depth and complexity.

AP Calculus AB ★

Credit 1.0

Required: Algebra I *Prerequisites:* Algebra I, Geometry, Algebra II, Pre-Calculus, Independent Studies in Math (Spring Sem)

Weight 1.10

AP Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students must enroll in the Spring Semester and will be expected to take the AP examination.

Independent Study in Mathematics (Companion course to AP Calculus)

Credit 1.0

Prerequisites: Algebra I, Geometry, Algebra II

Weight 1.0

This is a course where students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics or history of mathematics. The local district must approve the requirements for each course before the course begins. If the course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professional or a panel approved by the students' mentor. Companion course to AP Calculus AB. Must be taken during the Fall semester.

AP Statistics ★

Credit 1.0

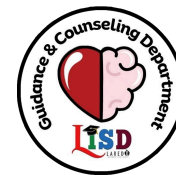
Required: Algebra I *Prerequisites:* Algebra I, Geometry, Algebra II

Weight 1.10

Content Requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Statistics, published by the College Board, which may be obtained from the College Board Advanced Placement Program.

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Engineering Mathematics (CTE)

Required: Algebra II, *Articulated:* No

Credit 1.0

Weight 1.0

This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Advanced Quantitative Reasoning

Required: Algebra I *Prerequisites:* Algebra I, Geometry, Algebra II

Credit 1.0

Weight 1.0

The course emphasizes statistics and financial applications, and prepares student to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

College Algebra 1314 - Dual Enrollment ★ for 3 semester hours

Prerequisites: Algebra II and satisfactory score on standard assessment test or exemption from any TSI Test. See Texas Success Initiative.

Credit 1.0

Weight 1.15

In College Algebra, students study topics such as quadratics, polynomials and graphs, rational, logarithmic, and exponential functions, system of equations, progressions, sequences and series, and matrices and determinants.

MATH 1342 Elementary Statistical Methods-Dual Enrollment ★ for 3 semester hours

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)

Credit 1.0

Weight 1.15

Collection, 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.

MATH 2412 Pre-Calculus Math-Dual Enrollment ★ for 4 semester hours

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test (See Texas Success Initiative) and MATH 1314 or equivalent.

Credit 1.0

Weight 1.15

This course is an in-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

MATH 2413 Calculus Math-Dual Enrollment ★ for 4 semester hours

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test (See Texas Success Initiative) and MATH 2414 or equivalent.

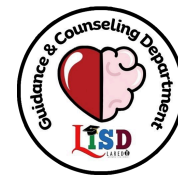
Credit 1.0

Weight 1.15

This course is an in-depth combined study of the Fundamental Theorem of Calculus, definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

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Strategic Learning for High School Math (Innovative) for Grades 9th-12th **Credit 1.0**
Prerequisites: None **Weight 1.0**

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. Expires 2023

College Preparatory Mathematics for Grade: 12th **Credit 1.0**
Recommended Prerequisite: Algebra I, Geometry, and Algebra II. **Weight 1.0**
See TEC 28.014

This course is a full credit course designed to prepare students for success in entry-level college and/or this course success on the Texas Success Initiative (TSI) Assessment. College Preparatory Mathematics is a rigorous course that will include student learning outcomes and objectives in the following areas: Elementary Algebra and Functions. Intermediate Algebra and Functions, Geometry and Measurement: and Data Analysis, Statistics, and Probability.

Social Studies

World Geography **Credit 1.0**
Prerequisite: None **Weight 1.0**

World Geography provides students with the opportunity to study the interaction of people and cultures with their physical environments. Students explore various regions of the world while studying their physical and cultural geography, governments, cultures, and resources.

Honors World Geography ★ **Credit 1.0**
Prerequisite: None **Weight 1.05**

Honors World Geography provides students with learning opportunities to understand how a country's location and natural resources affect its cultural and socio-economic development. The student will research and develop products that encourage deeper understanding of today's geo-political climate.

World History **Credit 1.0**
Prerequisite: None **Weight 1.0**

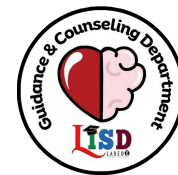
World History is the study of the development of world cultures, past and present. Students will analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism including major political revolutions since the 17th century and the impact of geographic factors, religious traditions, and philosophical beliefs on major historic events.

Honors World History ★ **Credit 1.0**
Prerequisite: None **Weight 1.05**

Honors World History offers students an overview study of world cultures, past and present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism

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including major political revolutions since the 17th century and the impact of geographic factors, religious doctrine, and philosophical beliefs on major historic events and the global economy.

United States History (EOC)

Credit 1.0

Prerequisite: None

Weight 1.0

Students will study the history of the United States from Reconstruction to the present. Historical content focuses on the political, economic and social events and issues related to industrialization, urbanization, major wars, domestic and foreign policies of the Cold War and post Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and eras and analyze their causes and effects, explore the impact of constitutional issues on American society, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will study the relationship between the arts and the times during which they were created, analyze the impact of technological innovations on the American labor movement, and use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP United States History (EOC) ★

Credit 1.0

Prerequisite: None

Weight 1.10

Satisfies high school US History requirement/Equivalent to HIST 1302. AP US History encompasses the age of exploration to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Activities include research papers, debates, discussions, analysis of readings, interpretation of literature and the fine arts throughout American history.

HIST 1301 United States History I-Dual Enrollment★

Credit 0.5

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)

Weight 1.15

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 United States History II-Dual Enrollment★

Credit 1.0

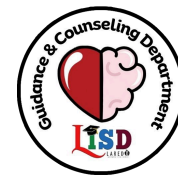
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. **Satisfies high school US History/Equivalent to AP US History

Weight 1.15

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and

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migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

U.S. Government

Credit 0.5

Prerequisite: US History **Satisfies high school government requirement.

Weight 1.0

Government is the study of American democracy. The course places emphasis on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and form of government. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students will compare the U.S. government with other political systems, analyze the political parties, interest groups, and the influence of media on the American political system. Students will evaluate the importance of voluntary individual participation in a democratic society and examine the relationship between governmental policies and the culture of the United States.

AP US Government ★

Credit 0.5

Prerequisite: US History **Satisfies high school government requirement or equivalent to GOVT 2305

Weight 1.10

AP U.S. Government is a survey of the U.S. political system. An examination of the philosophical foundations of our constitutional system will be combined with the historical development and current trends of the system. a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation. b) Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board.

Federal Government 2305 – Dual Enrollment★

Credit 0.5

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative).

Weight 1.15

This course surveys the national government in the United States with emphasis on the Constitution. Topics include European history and influence, federal-state and interstate relations, rights and obligations of citizens, political parties and interest groups, the legislative process, executive functions, and judicial and administrative functions of the federal government.

Economics

Credit 0.5

Prerequisite: US History

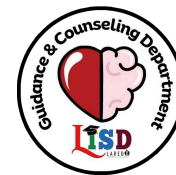
Weight 1.0

Economics with emphasis on the free enterprise system focuses on the essentials and benefits of the American economic system. Students will examine the rights and responsibilities of consumers and business, analyze the interaction of supply and demand, and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important

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philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. The content enables students to understand the importance of patriotism, the ability to function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, 28.002(h).

AP Macroeconomics ★

Prerequisite: None

Credit 0.5
Weight 1.10

Advanced Placement Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units including individual households and firms.

Personal Financial Literacy

Prerequisite: None

Credit 0.5
Weight 1.0

This course is designed to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. It is an interactive and research-based course that will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

This one-half elective credit course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education. Students will analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.

Social Studies Research Methods

Prerequisite: None

Credit 0.5
Weight 1.0

This course is designed for students that will conduct advanced research on a selected topic in social studies using a framework that includes inquiry-based methods. Students apply ideas and theories related to social issues and questions using a process approach to take into account multiple perspectives and/or analyze historical and contemporary viewpoints within and across cultures.

Texas Government 2306 for Social Studies Advanced Studies – Dual Enrollment★

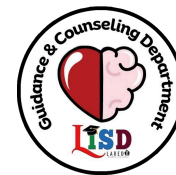
Prerequisite: Satisfactory score on standard test or exemption from any TSI test. (See Texas Success Initiative).

Credit 0.5
Weight 1.15

This course surveys the origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation

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and the election process, public policy, and the political culture of Texas. Students use a variety of technologies and critical thinking application skills to research a topic.

Special Topics (Laredo History)

Prerequisite: None

Credit 0.5

Weight 1.0

This course encompasses an overview study of Laredo politics, South Texas ranching, commerce and trade, culture, and the geographical significance related to Spanish exploration, revolutions and conflict. Problem-solving, decision-making, and communication of information are important elements of the course. The course is designed for students who have fulfilled the completion of all state assessment requirements.

Sociology

Prerequisite: None

Credit 0.5

Weight 1.0

In Sociology, an elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

SOCI 1301 Introduction to Sociology-Dual Enrollment★

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test.(See Texas Success Initiative)

Credit 1.0

Weight 1.15

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

Psychology

Prerequisite: None

Credit 0.5

Weight 1.0

In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Psychology 2301 – Dual Enrollment ★

Prerequisites: Satisfactory score on standard test or exemption from any TSI test. (See Texas Success Initiative).

Credit 0.5

Weight 1.15

This course provides an overview of the scientific study of human behavior. It surveys major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Emphasis is placed on major areas of study in the field of psychology such as learning, memory, personality, health and stress, child and adult development, and psychological disorders.

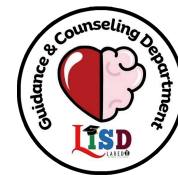
PSYC Lifespan Growth & Development-Dual Enrollment★

Credit 1.0

Weight 1.15

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Prerequisites: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Ethnic Studies: Mexican American Studies

Credit 0.5

Prerequisite: None

Weight 1.0

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.

Science

Integrated Physics and Chemistry

Credit 1.0

Prerequisite: None

Weight 1.0

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the discipline of physics and chemistry in the following topics: force, motion, energy and matter. **Special Notes:* Cannot be taken as a senior.

Biology (EOC)

Credit 1.0

Prerequisite: None

Weight 1.0

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

Honors Biology (EOC) ★

Credit 1.0

Prerequisite: None

Weight 1.05

Honors Biology is an advanced level course which exceeds the content and depth of Biology. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Biology. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Chemistry

Credit 1.0

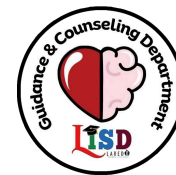
Prerequisites: One unit of high school science and Algebra I

Weight 1.0

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem

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solving. Students study a variety of topics that include characteristics of matter; use of the periodic table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry and thermochemistry. Students will investigate how chemistry is an integral part of our daily lives.

Honors Chemistry ★

Credit 1.0

Prerequisites: One unit of high school science and Algebra I

Weight 1.05

Honors Chemistry is an advanced level course which exceeds the content and depth of Chemistry. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Chemistry. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Physics

Credit 1.0

Prerequisites: Biology, IPC or Chemistry, and Algebra I

Weight 1.0

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking.

Honors Physics ★

Credit 1.0

Prerequisite: Algebra I

Weight 1.05

Honors Physics is an advanced level course which exceeds the content and depth of Physics. It includes a strong emphasis on field and laboratory investigations. In addition, this course includes problem solving with a focus on advanced mathematical applications and may include research activities in preparation for Advanced Placement Physics. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Environmental Systems

Credit 1.0

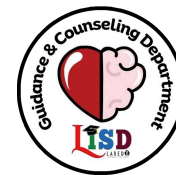
Prerequisite: One unit of high school life science and one unit of high school physical science.

Weight 1.0

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

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AP Biology ★

Prerequisites: Biology, Chemistry

Credit 1.0

Weight 1.10

This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: biochemistry, cytology, bioenergetics, genetics, evolution, ecology, and animal and plant systems. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of advanced scientific apparatus and materials during field and laboratory investigations.

BIOL 1306/1106 Biology for Science Majors I & Lab-Dual Enrollment★

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test.

Credit 1.0

Weight 1.15

Biology for Sciences Majors I is the first part of a two-course sequence. Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. This laboratory-based course accompanies BIOL 1306, Biology for Science Majors I. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included.

BIOL 1307/1107 Biology for Science Majors II & Lab-Dual Enrollment★

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test.

Credit 1.0

Weight 1.15

Biology for Sciences Majors II is the second part of a two-course sequence. The diversity and classification of life will be studied including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. This laboratory-based course accompanies BIOL 1307, Biology for Science Majors II. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

BIOL 1308/1108 Biology for Non-Science Majors I & Lab-Dual Enrollment★

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test.

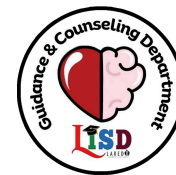
Credit 1.0

Weight 1.15

Biology for Non-Sciences Majors I is the first part of a two-course sequence. Surveys principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. This laboratory-based course accompanies BIOL 1308, Biology for Science Majors I. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life,

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organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included.

BIOL 1309/1109 Biology for Non-Science Majors II & Lab-Dual

Credit 1.0

Enrollment★

Weight 1.15

Prerequisites: Satisfactory score on standard test or exemption from any TSI Test.

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

AP Chemistry ★

Credit 1.0

Prerequisites: Chemistry, and completion of or concurrent enrollment in Algebra II

Weight 1.10

This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: Inorganic and Organic chemistry, quantitative and qualitative analysis, reaction rates, and thermodynamics. The laboratory program will present both confirmatory activities and inquiry investigations. Through laboratory experiences, students will gain an operational definition of the concepts and principles of chemistry.

AP Environmental Science ★

Credit 1.0

Prerequisites: Algebra I, Two years of high school laboratory, one year of life and one year of physical science.

Weight 1.10

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationship of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

AP Physics 1 ★

Credit 1.0

Prerequisites: Biology, Chemistry, Physics, Algebra I

Weight 1.10

This course is an algebra-based, introductory college level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque etc.

Scientific Research & Design III (Companion course for AP Biology) ★

Credit 1.0

Prerequisites: Biology, Chemistry, IPC, or Physics

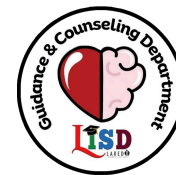
Weight 1.10

Grades: 11-12, *Articulated:* No

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated

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with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Advanced Animal Science (CTE)

Credit 1.0

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. *Recommended Prerequisite:* Veterinary Medical Applications, *Articulated:* No

Weight 1.0

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.

Advanced Plant & Soil Science (CTE)

Credit 1.0

Prerequisites: One credit course within Pathway, *Articulated:* No

Weight 1.0

Plant and Soil Science provides a way of learning about the natural world. Students should know how to plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Forensic Science (CTE)

Credit 1.0

Prerequisites: Biology and Chemistry, *Recommended Prerequisite or Corequisite:* Any Law, Public Safety, Corrections, and Security Career Cluster course. *Articulated:* No

Weight 1.0

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Science Lab Assistant - Local Credit

Credit 0.5

Prerequisite: Teacher recommendation

Weight 1.0

Students must have completed Science requirements at the high school level.

Science teacher recommendation. Students will assist a science teacher in a lab setting.

Course grade will not be included in G.P.A.

Anatomy & Physiology (CTE)

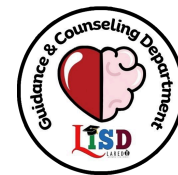
Credit 1.0

Prerequisites: Biology and a second science credit, *Recommended Prerequisite:* A course from the Health and Science Career Cluster. *Articulated:* Yes

Weight 1.0

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In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

BIOL 2301/2101 Anatomy and Physiology I & Lab- Dual Enrollment★

Credit 1.0

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test.

Weight 1.15

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This laboratory-based course accompanies BIOL 2301, Anatomy and Physiology I. The lab provides a hand-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

BIOL 2302/2102 Anatomy and Physiology II & Lab -Dual Enrollment★

Credit 1.0

Prerequisites: Successful completion of BIOL 2301 & BIOL 2101

Weight 1.15

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproduction (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This laboratory-based course accompanies BIOL 2302, Anatomy and Physiology II. This laboratory-based course accompanies BIOL 2302, Anatomy and Physiology II. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

Medical Microbiology (CTE)

Credit 0.5

Prerequisites: Biology and Chemistry, *Recommended Prerequisite:* A course from the Health and Science Career Cluster. *Articulated:* No

Weight 1.0

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (CTE)

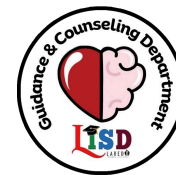
Credit 0.5

Prerequisites: 3 Science credits, *Articulated:* No

Weight 1.0

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.

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Fine Arts

Honors Art ★

Prerequisites: None

Credit 1.0

Weight 1.05

The Honors Art course is designed to be integrated into performance-focused visual arts. The course focus is on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Honors Art course allows room for these culminating events while also emphasizing the opportunities for choice-making that enhance students' abilities to think critically and creatively as artists.

Art, I, II, III

Prerequisite: Sequential order

Credit 1.0

Weight 1.0

Art, I, four basic strands are learned by student's perception, creative expression /performance, historical and cultural heritage, and critical evaluation providing a unifying structure for organizing the knowledge and skills students are expected to acquire. Students are expected to create artworks from experiences and imagination while comparing and contrasting Art elements and Design principles.

ARTS 1301 Art Appreciation-Dual Enrollment★

Credit 1.0

Weight 1.15

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

AP/Drawing ★

Prerequisite: Art II

Credit 1.0

Weight 1.10

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through concentration, breath, and quality. Students enrolled are expected to take the AP exam.

Theatre Arts I, II, III, IV

Prerequisite: Sequential order

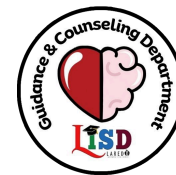
Credit 1.0

Weight 1.0

Theatre Arts I-IV, learn the essential skills, techniques, and a process of script analysis to create believable characters. In introductory play writing, the student improvises, writes, and rewrites monologues, scenes, and vignettes to convey predetermined intent and meaning. Learners study principles of acting and begin to understand theatrical conventions dealing with time and setting, techniques in diction and body movement.

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Music I, II, III, IV Band

Credit 1.0

Prerequisite: Sequential order

Weight 1.0

Students receive formal instruction in music theory with emphasis in understanding chord structure. In live and recorded music, students identify melodic and harmonic parts. Directors use patterns inherent in melodic and harmonic sequencing to communicate expressive musical qualities.

Music I, II, III, IV Instrument Ensemble

Credit 1.0

Prerequisite: Sequential order

Weight 1.0

Ensemble I students describe and analyze musical sounds and demonstrate musical artistry by defining melody, harmony, rhythm and texture of music listened to or performed using standard terminology; and compare music forms of literature selected for performances and /or listening. They sing or play an instrument, individually and in groups, performing a varied repertoire of music with accuracy of intonation and expression.

Music I, II Choir

Credit 1.0

Prerequisite: Sequential order

Weight 1.0

Choir I, Students receive formal instruction with emphasis on understanding chord structure and learning patterns inherent in melodic and sequencing to communicate expressive musical quality. They learn music literature to develop proficiency in choir. Technical expectations include expansion of reading material. They develop vowel production, expansion of vocal range, intonation, balance and blend; with expressive representation.

Music I, II, III, IV Orchestra

Credit 1.0

Prerequisite: Sequential order

Weight 1.0

Orchestra I, students identify and distinguish between melody and Harmony while listening and playing. Students study and define performance, intervals, chord structure and musical notation. Students sight-read ensemble parts and interpret symbols and terms that define dynamic, tempo, and articulation during solo and group performances. They expand on keys, refine vibrato, bow articulation adding tremolo and sustain legato passages.

Music I, II, III, IV Jazz Band

Credit 1.0

Prerequisite: Sequential order

Weight 1.0

Jazz Band I, students learn a variety of rhythms, articulations, and terminology in order to prepare and perform basic jazz literature. Concepts to specific styles of jazz idioms such as blues, Dixieland, swing, and rock are learned and used in performances. They learn fundamental playing skills to include range development. Students learn the differences between creative groups and solo with emphasis on intonation, rhythm and dynamics.

Music I Theory

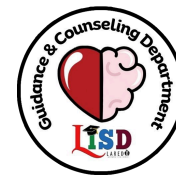
Credit 1.0

Prerequisite: None

Weight 1.0

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Music Theory I enables students to develop an understanding of the theoretical elements of music and their relevance to music composition. Common music expectations include reading and writing music in treble and bass clef; knowledge of C clefs; identifying chords in major and minor, and modal scales; and accurately taking rhythmic and melodic dictation. They work with sight reading, ear training, intervallic relationships and cadence.

MUSIC 1306 Music Appreciation-Dual Enrollment★

Credit 1.0
Weight 1.15

Understanding music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances.

Dance I, II, III, IV

Prerequisite: None

Credit 1.0
Weight 1.0

Dance students develop perceptual thinking and movement abilities in daily life, promoting understanding of themselves and other. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

General Electives

JUNIOR ROTC I, II, III, IV (Public Service Endorsement)

Prerequisite: Sequential order

Credit 1.0
Weight 1.0

The JROTC program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the cadet, community, and nation. While no military obligation is incurred, satisfactory completion of the program can lead to Advanced Placement credit in the Senior ROTC Program or to advanced rank in the armed forces.

Professional Communications

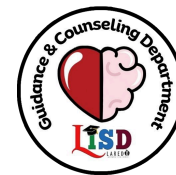
Prerequisite: None

Credit 0.5
Weight 1.0

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

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speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Teen Leadership

Prerequisite: None

Credit 0.5

Weight 1.0

Topics in this character education and leadership development course include leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills, financial literacy and goal setting.

Health

Prerequisite: None (Local Requirement)

Credit 0.5

Weight 1.0

In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Business Information Management I (CTE)

Prerequisite: Touch Systems Data Entry, *Grades:* 9-12

Articulated: Yes

Credit 1.0

Weight 1.0

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

Business Information Management II (CTE)

Prerequisite: Business Information Management I, *Grades:* 10-12

Articulated: No

Credit 1.0

Weight 1.0

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.

COSC 1301 Introduction to Computing – Dual Enrollment★

Credit 1.0

Weight 1.15

Overview of computer systems-hardware, operating systems, the internet, and application software including word processing, spreadsheets, presentation graphics, and database. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major fields of study in business or computer science.

Technology

Digital Video and Audio Design

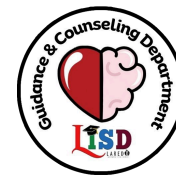
Prerequisite: None

Credit 1.0

Weight 1.0

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Through this study, students will integrate global societies and the exchange of information through innovative and diverse media that require the effective communication of multiple data elements to display use of high quality and complex media that is created with the dynamic end-user expectations. These adaptations drive the creation of new tools to allow students and a selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Design

Credit 1.0

Prerequisite: None

Weight 1.0

Through the study of technology applications, students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Student support and manage the work of individuals and groups to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.

Web Communications

Credit 0.5

Prerequisite: Touch System Data Entry

Weight 1.0

Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Game Development

Credit 1.0

Prerequisite: Touch System Data Entry

Weight 1.0

Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Independent Study in Technology Application

Credit 2.0

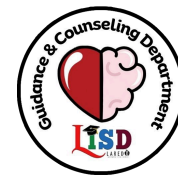
Prerequisite: Touch System Data Entry

Weight 1.0

Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and 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. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of 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,

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students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Independent Study in Evolving/Emerging Technologies IC3

Credit 1.0

Prerequisite: Touch System Data Entry, Technology Application 9th-12th

Weight 1.0

Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and 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. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of 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 a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences.

Foreign Language

Spanish I NSS (Non-Spanish Speakers)

Credit 1.0

Prerequisite: None

Weight 1.0

Students will learn and practice basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner proficiency level.

[Resources from the Avancemos HMH Program Level 1, 1A & 1B]

Spanish II NSS (Non-Spanish Speakers)

Credit 1.0

Prerequisite: None

Weight 1.0

Students will continue to develop their basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will advance their vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate proficiency level.

[Resources from the Avancemos HMH Program Level 2]

Spanish I

Credit 1.0

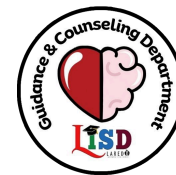
Prerequisite: None

Weight 1.0

Students will learn and actively apply communication skills such as listening, speaking, reading, writing, viewing, and showing. Students will develop these communication skills by using prior knowledge of the language and culture, including grammar, communication, learning strategies, technology, while making connections with real life experiences and content from other subject areas to socialize, acquire, provide information, and to express feelings and opinions at an intermediate to a mid-high proficiency level.

[Resources used from the Avancemos HMH Program Level 3]

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Spanish II

Credit 1.0

Prerequisite: None

Weight 1.0

Students will learn and actively apply communication skills such as listening, speaking, reading, writing, viewing, and showing. Students will develop these communication skills by using prior knowledge of the language and culture, including grammar, communication, learning strategies, technology, while making connections with real life experiences and content from other subject areas to socialize, acquire, provide information, and to express feelings and opinions at a mid-high to a high proficiency level. Students will be prepared to take the next Spanish level available (e.g. Spanish III or AP Spanish Language and Culture).

[Resources used from the Avancemos HMH Program Level 4]

Spanish III (Spanish Speakers)

Credit 1.0

Prerequisite: Spanish II or be native Spanish Speakers

Weight 1.0

Students will apply their language in communication skills such as listening, speaking, reading, and writing at a high proficiency level while comparing, contrasting and analyzing cultural practices and perspectives of other Spanish-speaking countries. They will apply those skills in real life scenarios, create, write, post reports for the schools digital newspaper, and create news videos with firsthand information they will find around school. They will also practice how to write formal emails, persuasive essays, note taking, improvise a formal and informal conversation, read articles and answer multiple-choice questions, and practice public speaking making presentations. Students will be prepared to take the next Spanish level available (e.g. AP Spanish Language / Literature).

[Resources used from the Avancemos HMH Program Level 4 – Program Resources, news and networking, program resource downloads, lecturas literarias, AP resources. And Jose Diaz AP Spanish activity book.]

SPAN 1411 Beginning Spanish I-Dual Enrollment★

Credit 1.0

Weight 1.15

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

SPAN 1412 Beginning Spanish II-Dual Enrollment★

Credit 1.0

Prerequisite: None

Weight 1.15

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

AP Spanish Language★

Credit 1.0

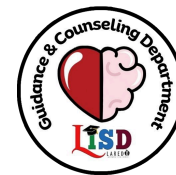
Preferred Prerequisite: Spanish II

Weight 1.10

This course is designed as a college-level course which will prepare students to take the Spanish Language Advanced Placement examination. This course is designed for students

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who have a command of the Spanish oral language and mastery of grammar studied during the first two years. This course includes additional emphasis on the study of grammar and reading about history, literature, music, art, and customs of Spanish-speaking countries (Latin America and Spain). Instruction is conducted in Spanish only. Students are encouraged to take this course after completing Spanish II.

AP Spanish Literature★

Credit 1.0

Prerequisite: Spanish III for Spanish Speakers or AP Spanish Language

Weight 1.10

Students will be introduced to Latin American or Peninsular Literature courses, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing. The course is designed as a college-level course with examinations. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the previous years.

Instruction is conducted in Spanish only. Students are encouraged to take this course after completing Spanish III or AP Spanish Language.

American Sign Language, (ASL) Level I (CHS)

Credit 1.0

Prerequisite: None, *Service ID:* 03980100

Weight 1.0

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. This course will introduce students to ASL communication skills defined as (A) interpretive listening and reading targets are called interpretive receptive; (B) one-to-one interpersonal targets are called receptive and expressive; and (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

American Sign Language, Level II (CHS)

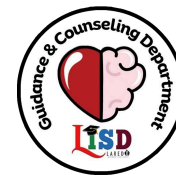
Credit 1.0

Requirement: American Sign Language, (ASL) Level I

Weight 1.0

This course is a continuation to ASL Level I. ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and non manual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows: (A) interpretive listening and reading targets are called interpretive receptive; (B) one-to-one interpersonal targets are called receptive and expressive; and (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

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Physical Education

Foundations of Personal Fitness

Credit 0.5

Prerequisite: None

Weight 1.0

Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical education. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness in the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives including students designing their own personal fitness program.

Team Sports (PE)

Credit 0.5

Prerequisite: Foundations of Personal Fitness

Weight 1.0

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team sports reinforces the concept of incorporating physical activity into a healthy lifestyle beyond high school.

Aerobic Activities (PE)

Credit 0.5

Prerequisite: Foundations of Personal Fitness

Weight 1.0

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically - active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical-activity and health throughout the lifespan. Students in aerobic activities are exposed to a variety of activities that promote health related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Football

Credit 0.5

Prerequisite: None

Weight 1.0

In football, students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Football are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys Basketball

Credit 0.5

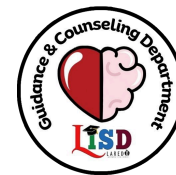
Prerequisite: None

Weight 1.0

In Boys Basketball, students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Basketball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

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Boys Baseball

Prerequisite: None

Credit 0.5

Weight 1.0

In Boys Baseball, students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Baseball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys Soccer

Prerequisite: None

Credit 0.5

Weight 1.0

In Boys Soccer students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Soccer are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Track

Prerequisite: None

Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in track and field are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Cross Country

Prerequisite: None

Credit 0.5

Weight 1.0

Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime. Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment.

Golf and Tennis

Prerequisite: None

Credit 0.5

Weight 1.0

Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime. Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment.

Girls Volleyball

Prerequisite: None

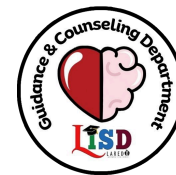
Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Volleyball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

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Girls Softball

Prerequisite: None

Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Softball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Basketball

Prerequisite: None

Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Basketball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Soccer

Prerequisite: None

Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Soccer are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Track

Prerequisite: None

Credit 0.5

Weight 1.0

Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Track are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Swimming

Prerequisite: None

Credit 0.5

Weight 1.0

Swimmers will be able to perform strokes proficiently down the length of the pool. Lap swimming is practiced. Strokes will be fine-tuned and swimmers will be introduced to racing techniques, more advanced diving skills, lifesaving and water safety skills, and the benefits of swimming for fitness.

Drill Team I, II, III, IV

Prerequisite: Successful try-out and sequential order

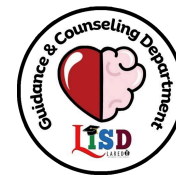
Credit 0.5

Weight 1.0

students who participate in the Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

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Cheerleader I, II, III, IV

Credit 0.5

Prerequisite: Successful try-out and sequential order

Weight 1.0

Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.

KINE 1301 Foundations of Kinesiology-Dual Enrollment★

Credit 1.0

(Does not satisfy PE requirement)

Weight 1.15

The purpose of this course is to provide students with an introduction to human movement that includes the historical development of physical education, exercise science, and sport. This course offers the student both an introduction to knowledge base, as well as information on expanding career opportunities.

Boys and Girls Swimming

Credit 0.5

Prerequisite: None

Weight 1.0

Swimmers will be able to perform strokes proficiently down the length of the pool. Lap swimming is practiced. Strokes will be fine-tuned and swimmers will be introduced to racing techniques, more advanced diving skills, lifesaving and water safety skills, and the benefits of swimming for fitness.

Drill Team I, II, III, IV

Credit 0.5

Prerequisite: Successful try-out and sequential order

Weight 1.0

Students who participate in the Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

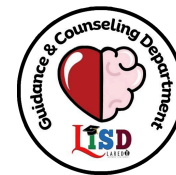
Cheerleader I, II, III, IV

Credit 0.5

Prerequisite: Successful try-out and sequential order

Weight 1.0

Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.



Career and Technical Education

Agriculture, Food & Natural Resources Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	AG	Animal Science	Principles of AFNR	Small Animal Management Equine Science	Livestock Production	Advanced Animal Science Practicum in Agriculture
		Applied Agricultural Engineering	Principles of AFNR	Agricultural Mechanics & Metal Technologies	Agricultural Structures Design and Fabrications Agricultural Power Systems	Agricultural Equipment Design and Fabrication Practicum in AFNR
		Food Science & Technology	Principles of AFNR	Food Technology & Safety	Food Processing	Practicum in AFNR

Top Careers

- Environmental Engineer*
- Conservation Scientist*
- Purchasing Agent and Buyer (Farm Products)*
- Power Plant Operator*
- Zoologist*
- Gas Plant Operator*
- Farm, Ranch, and Other Agricultural Manager*
- Environmental Engineering Technician*
- Geological and Petroleum Technician*
- First Line Supervisor of Farming, Fishing, and Forestry Workers*

Principles of Agriculture, Food, and Natural Resources

Credit 1.0

Prerequisite: None, Grades: 9-12, Articulated: No

Weight 1.0

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Agricultural Mechanics & Metal Technologies

Credit 1.0

Prerequisite: None, Grades: 10-12

Weight 1.0

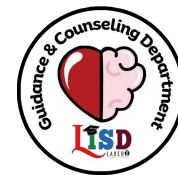
Recommended Prerequisite: Principles of Agriculture, Food, & Ntrl. Resources

Articulated: Yes

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical

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agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication

Credit 1.0

Prerequisite: None, *Grades:* 11-12

Weight 1.0

Recommended Prerequisite: Agricultural Mechanics & Metal Technologies

Articulated: No

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

Agricultural Equipment Design and Fabrication

Credit 1.0

Prerequisite: None, *Grades:* 11-12

Weight 1.0

Recommended Prerequisite: Agricultural Mechanics & Metal Technologies

Articulated: No

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

Agricultural Power Systems

Credit 2.0

Prerequisite: None, *Grades:* 10-12

Weight 1.0

Recommended Prerequisite: Principles of Agriculture, Food, & Ntrl. Resources

Articulated: Yes

To be prepared for careers in agricultural power, structural, and technical systems, students should attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Livestock Production

Credit 1.0

Prerequisite: None, *Grades:* 10-12

Weight 1.0

Articulated: No

In Livestock Production, students will acquire knowledge 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.

Small Animal Management

Credit 0.5

Prerequisite: None, *Grades:* 10-12

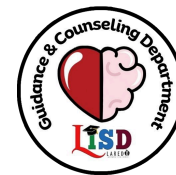
Weight 1.0

Articulated: No

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, amphibians, reptiles, and birds.

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Advanced Animal Science, Grades: 11-12

Credit 1.0

Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production

Weight 1.0

Recommended Prerequisite: Veterinary Medical Applications

Articulated: No

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Food Technology & Safety

Credit 1.0

Prerequisite: None, Grades: 10-12

Weight 1.0

Articulated: No

Food Technology and Safety examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Food Processing

Credit 1.0

Prerequisite: None, Grades: 10-12

Weight 1.0

Recommended Prerequisite: Food Technology & Safety

Articulated: No

Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Horticulture Science

Credit 1.0

Prerequisite: None, Grades: 10-12

Weight 1.0

Articulated: No

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Advanced Plant & Soil Science

Credit 1.0

Prerequisite: None, Grades: 11-12

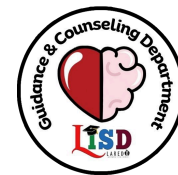
Weight

Recommended Prerequisite: Biology, IPC, Chemistry, or Physics and a minimum of one course in Agriculture, Food, & Ntrl. Resources Career Cluster

1.0

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Articulated: No

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Practicum in Agriculture, Food, & Natural Resources I

Credit 2.0

Prerequisite: None, *Grades:* 11-12

Weight 1.0

Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Articulated: No

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Pathway. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Practicum in Agriculture, Food, & Natural Resources II

Credit 2.0

Prerequisite: 1 credit from Pathway, *Grades:* 11

Weight 1.0

Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Articulated: No

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Pathway.

Oil and Gas Production Systems I

Credit 1.0

Prerequisite: None, *Grades:* 9-12

Weight 1.0

Recommended Prerequisite: Principles of Agriculture, Food, & Ntr.I Resources & Agriculture Mechanics and Metal Technologies

Articulated: No

In Oil and Gas Production I, students will identify specific career opportunities and skills, abilities, tools, certification, and safety measures associated with each career. Students will also understand components, systems, equipment, and production and safety regulations associated with oil and gas wells.

Oil and Gas Production Systems II

Credit 1.0

Prerequisite: Oil and Gas Production Systems I, *Grades:* 10-12

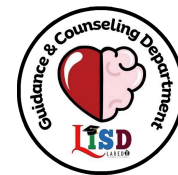
Weight 1.0

Recommended Prerequisite: Principles of Agriculture, Food, & Ntr.I Resources & Agriculture Mechanics and Metal Technologies

Articulated: No

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In Oil and Gas Production II, students will gain knowledge of the specific requirements for entry into post-secondary education and employment in the petroleum industry; research and discuss petroleum economics; research and discuss the modes of transportation in the petroleum industry; research and discuss environmental, health, and safety concerns; research and discuss different energy sources; and prepare for industry certification.

Architecture & Construction Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	CONS	Carpentry	Principles of Construction	Construction Technology I	Construction Technology II	Practicum in Construction Technology
	CONS	Electrical	Principles of Construction	Electrical Technology I	Electrical Technology II	Practicum in Construction Technology
	CONS	HVAC and Sheet Metal	Principles of Construction	HVAC and Refrigeration Technology I	HVAC and Refrigeration Technology II	Practicum in Construction Technology

Top Careers

- Construction Manager Architect*
- Cost Estimator*
- Landscape Architect*
- Mechanical Drafter*
- Interior Designer*
- Construction and Building Inspector Surveyor*
- Architectural and Civil Drafter*
- Rigger*

Principles of Construction

Prerequisite: None, *Grades:* 9-12

Articulated: No

Credit 1.0

Weight 1.0

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.

Principles of Architecture

Prerequisite: None, *Grades:* 9-12

Articulated: No

Credit 1.0

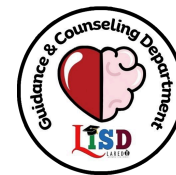
Weight 1.0

Provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision-making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment,

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leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

Construction Technology I

Credit 2.0

Prerequisite: None, *Grades:* 10-12

Weight 1.0

Recommended Prerequisite: Principles of Architecture/Principles Construction

Articulated: Yes

In Construction Technology, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II

Credit 2.0

Prerequisite: Construction Technology I , *Grades:* 11-12

Weight 1.0

Articulated: No

In Construction Technology II, students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering.

Construction Management I

Credit 2.0

Prerequisite: None, *Grades:* 10-12

Weight 1.0

Recommended Prerequisite: Alg. 1, Geometry, & Principles of Construction

Articulated: No

In Construction Management, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering.

Heating, Ventilation, and Air Conditioning (HVAC) & Refrigeration Technology I

Credit 1.0

Weight 1.0

Prerequisite: None, *Grades:* 10-12

Articulated: No

In Heating, Ventilation, and Air Conditioning and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II

Credit 2.0

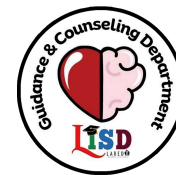
Weight 1.0

Prerequisite: None, *Grades:* 10-12

Articulated: No

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In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

HART 1407 Refrigeration Principles-Dual Enrollment★ **Credit 1.0**
Prerequisite: None Weight 1.15

An introduction to the refrigerant cycle, heat transfer theory, temperature/pressure relationship, refrigerant handling, refrigeration components and safety.

HART 1401 Refrigeration Principles-Dual Enrollment★ **Credit 1.0**
Prerequisite: None Weight 1.15

Principles of electricity as required by HVAC, including proper use of test equipment, electrical circuits, component theory and operation.

MAIR 1449 Refrigerators, Freezers, Window Air Conditioners★ **Credit 1.0**
Prerequisite: None Weight 1.15

Theory, sequence of operation, components and repair, electrical schematics, and troubleshooting electronic components in air conditioning and refrigeration. Emphasis on safety for the electrical, mechanical, and sealed systems.

Practicum in Construction Technology **Credit 2.0**
Prerequisite: Construction Technology II, HVAC II, *Grades:*12 Weight 1.0
Articulated: No

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Science, Technology, Engineering, and Mathematical Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry or STEM	STEM	Engineering	Principles of Applied Engineering	Engineering Design & Presentation I	Engineering Design & Presentation II	Engineering Design & Problem Solving

Top Careers

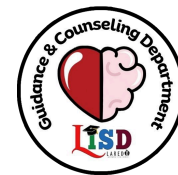
Engineering Manager
Petroleum Engineer
Natural Sciences Manager *Material Scientist*
Marine Engineer
Biomedical Engineer
Civil Engineer

Biochemist
Nuclear Technician

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Principles of Applied Engineering

Prerequisite: None , *Grades:*9-10

Articulated: No

Credit 1.0

Weight 1.0

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Design and Presentation I

*Prerequisite:*Algebra I , *Grades:*10-12

Recommended Prerequisite: Principles of Applied Engineering

Articulated: Yes

Credit 1.0

Weight 1.0

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of 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 implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design & Presentation II

Prerequisite: Algebra I and Geometry, *Grades:*11-12

Recommended Prerequisite: Principles of Applied Engineering and Engineering Design & Presentation I

Articulated: Yes

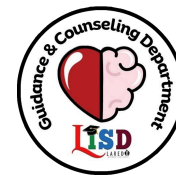
Credit 2.0

Weight 1.0

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of 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 implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

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Engineering Design & Problem Solving

Credit 1.0

Prerequisite: Algebra I and Geometry, *Grades:*11-12

Weight 1.0

Recommended Prerequisite: Two courses from the Science, Technology, Engineering, and Mathematics Career Cluster credits.

Articulated: Yes

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. It reinforces and integrates skills learned in previous mathematics and science courses. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

DFTG 1305 Technical Drafting-Dual Enrollment★

Credit 1.0

Prerequisite: None

Weight 1.15

Introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, and auxiliary views.

DFTG 1309 Basic Computer-Aided Drafting-Dual Enrollment★

Credit 1.0

Prerequisite: None

Weight 1.15

An introduction to computer-aided drafting. Emphasis is placed on setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions, using layers, coordinate systems, and plot/print to scale.

DFTG 2330 Civil Drafting-Dual Enrollment★

Credit 1.0

Prerequisite: None

Weight 1.15

An in-depth study of drafting methods and principles used in civil engineering.

DFTG 2340 Solid Modeling/Design-Dual Enrollment★

Credit 1.0

Prerequisite: None

Weight 1.15

A computer-aided modeling course. Development of three-dimensional drawings and models from engineering sketches and orthographic drawings and utilization of three-dimensional models in design work.

Engineering Mathematics

Credit 1.0

Prerequisite: Algebra II, *Grades:*11-12

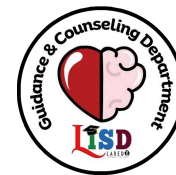
Weight 1.0

Articulated: No

Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and

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computer programming. This course satisfies a high school mathematics graduation requirement.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Scientific Research & Design★

Prerequisite: Biology, Chemistry, IPC, or Physics, *Grades:*11-12

Articulated: No

Credit 1.0

Weight 1.10

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. *Note:* This course satisfies a science credit requirement for students on the Foundation High School Program.

AC/DC Electronics

Prerequisite: None, *Grades:*10-12

Recommended Prerequisite: Principles of Applied Engineering

Articulated: No

Credit 1.0

Weight 1.0

AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

Solid State Electronics

Prerequisite: AC/DC Electronics, *Grades:*11-12

Articulated: No

Credit 1.0

Weight 1.0

Students enrolled in this course will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electronic implementation used in the electronics and computer industries. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Robotics I

Prerequisite: None, *Grades:*11-12

Recommended Prerequisite: Principles of Applied Engineering

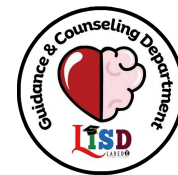
Articulated: No

Credit 1.0

Weight 1.0

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In Robotics I, Students will transfer academic skills to component designs in project-based environments through implementation of the design process. Students will build prototypes or use simulation software to test their designs.

Robotics II

Prerequisite: Robotics I, *Grades:*10-12

Credit 1.0

Weight 1.0

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment.

Principles of Technology

Prerequisite: Science Credit and Algebra I, *Grades:*10-12

Articulated: No

Credit 1.0

Weight 1.0

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

GISC 1311 Introduction to Geographic Information Systems (GIS)-Dual

Enrollment★

Prerequisite: None

Credit 1.0

Weight 1.15

Introduction to basic concepts of vector GIS using several industry specific software programs including nomenclature of cartography and geography.

GISC 1491 Special Topics: Drones (sUAS) Fundamentals-Dual

Enrollment★

Prerequisite: None

Credit 1.0

Weight 1.15

This foundation course will apply fundamental Geographic Information Systems (GISC) theories, principles and applications in the use of Small Unmanned Aircraft Systems (UAS/sUAS) technology for the acquisition and analysis of geospatial data. The students will become familiar with specialized UAS related technologies including aircraft platforms, sensors, software and applications. Applicable FAA regulations relating to UAS rating privileges, limitations, and flight operations will be covered.

GISC 2320 Intermediate Geographic Information Systems (GIS)-Dual

Enrollment★

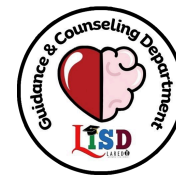
Prerequisite: None

Credit 1.0

Weight 1.15

This course focuses on the study of spatial data structures and the display, manipulation, and analysis of geographic information. Students will study the technical aspects involved in spatial data handling, analysis and modeling. Instruction will include theories and procedures associated with the implementation and management of GIS projects. A variety of GIS software packages will be used in the laboratory.

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Transportation, Distribution and Logistics Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	TRANS	Automotive	Principles of Transportation Systems	Automotive Basics	Automotive Technology I	Automotive Technology II
			Small Engine Technology I	Small Engine Technology II	Energy and Power of Transportation Systems	Practicum in Transportation Systems
			Basic Collision Repair and Refinishing	Collision Repair/Lab	Paint and Refinishing	Practicum in Transportation Systems

Top Careers

Airline Pilot, Co-Pilot & Flight Engineer Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage Aircraft Mechanic Auto. Service Tech. & Mechanics Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage Aircraft Mechanic Auto. Service Tech. & Mechanics Truck Driver Heavy & Tractor Trailer Recreational Vehicle Service Tech. Auto Body & Related Repairers

Top Careers

Engineer: Aerospace, flights railways, industrial health and safety, marine Transportation Manager Air Traffic Controller Airline Pilot Urban Regional Planner Logistician Shipping and receiving supervisor Storage & Distribution Managers Operations Technician Industrial equipment Mechanic Electrician Fleet Manager Auto or Auto Body Mechanic Vehicle & System Inspector Railroad Safety Inspector Longshore Worker Ship, tugboat or ferry pilot Cargo & Freight Agent Health & Safety Manager Marketing Manager Sales Representative Flight Attendant

Principles of Transportation Systems

*Prerequisite: None, Grades:9-12
Articulated: No*

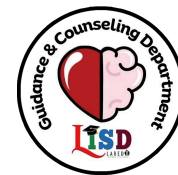
**Credit 1.0
Weight 1.0**

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe assessment of products, services, and systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

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Energy, Power, of Transportation Systems

Credit 1.0

Prerequisite: Science Credit and Algebra I, *Grades:*10-12

Weight 1.0

Recommended Prerequisite: Principles of Transportation Systems

Articulated: No

Energy and Power of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure.

Automotive Technology I: Maintenance and Light Repair

Credit 2.0

Prerequisite: None, *Grades:*9-12

Weight 1.0

Recommended Prerequisites: Automotive Basics or Principles of Transportation

Articulated: Yes

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

Automotive Technology II: Automotive Service

Credit 2.0

*Prerequisite:*Automotive Technology I: Maintenance and Light Repair,

Weight 1.0

*Grades:*11-12

Articulated: Yes

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

Basic Collision Repair and Refinishing

Credit 1.0

Prerequisite: None, *Grades:*9-12

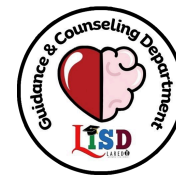
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Articulated: No

Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and material used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive repair and refinishing.

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Collision Repair

Prerequisite: None, *Grades:*10-12

Recommended Prerequisite: Basic Collision Repair and Refinishing

Articulated: Yes

Credit 2.0

Weight 1.0

Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Paint and Refinishing

Prerequisite: None, *Grades:*10-12

Recommended Prerequisite: Basic Collision Repair and Refinishing or Collision Repair

Articulated: Yes

Credit 2.0

Weight 1.0

Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Small Engine Technology I

Prerequisite: None, *Grades:*9-12

Recommended Prerequisite: Principles of Transportation Systems or Automotive Basics

Articulated: No

Credit 1.0

Weight 1.0

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Small Engine Technology II

Prerequisite: Small Engine Technology I, *Grades:*10-12

Articulated: No

Credit 2.0

Weight 1.0

Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Principles of Distribution and Logistics

Prerequisite: None, *Grades:*9-12

Articulated: No

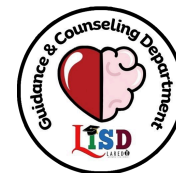
Credit 1.0

Weight 1.0

In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems.

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Distribution and Logistics

Prerequisite: None, *Grades:* 11-12

Recommended Prerequisites: Principles of Distribution and Logistics

Articulated: No

Credit 1.0

Weight 1.0

Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics.

Management of Transportation Systems

Prerequisite: None, *Grades:* 10-12

Recommended Prerequisite: Principles of Transportation Systems

Articulated: No

Credit 1.0

Weight 1.0

In Management of a Transportation Systems, students gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course includes the safe operation of tractor-trailers, fork lifts, and related heavy equipment.

Practicum in Transportation, Distribution, and Logistics

Prerequisite: None, *Grades:* 11-12

Recommended Prerequisite: Distribution and Logistics Or Transportation System Management

Articulated: No

Credit 2.0

Weight 1.0

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics Pathway. It is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories

Manufacturing Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	MANU	Welding	Introduction to Welding	Welding I	Welding II	Practicum in Manufacturing

Top Careers

Safety Coordinator

Material Handlers

Production Manager

Industrial Technician

Quality Control Inspectors Tool and Die Makers

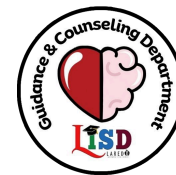
Welders, Cutters, Solderers and Braziers Furniture Finishers

Glass Blowers, Molders, Benders, and Finishers

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Principles of Manufacturing

Prerequisite: None, *Grades:*9-12

Recommended Prerequisite or Corequisite: Algebra 1 or Geometry

Articulated: No

Credit 1.0

Weight 1.0

In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing.

Introduction to Welding

Prerequisite: None, *Grades:*9-12

Recommended Prerequisite or Corequisite: Algebra I

Articulated: No

Credit 1.0

Weight 1.0

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

Welding I

Prerequisite: None, *Grades:*10-12

Recommended Prerequisite: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding

Articulated: Yes

Credit 2.0

Weight 1.0

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II

Prerequisite: Welding I, *Grades:*11-12

Recommended Prerequisites: Algebra I or Geometry

Articulated: Yes

Credit 2.0

Weight 1.0

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Manufacturing

Prerequisite: None, *Grade:* 12

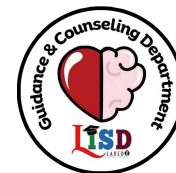
Articulated: No

Credit 2.0

Weight 1.0

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The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

WLDG 1417 Introduction to Layout and Fabrication-Dual Enrollment★ **Credit 1.0**
Weight 1.15
Prerequisite: None

A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

WLDG 1407 Introduction to Welding using Multiple Processes- Dual Enrollment★ **Credit 1.0**
Weight 1.15
Prerequisite: None

Basic welding techniques using some of the following processes: Oxy-fuel welding (OFW) and cutting, shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

WLDG 1425 Introduction to Oxy-Fuel Welding and Cutting★ **Credit 1.0**
Weight 1.15
Prerequisite: None

An introduction to oxy-fuel welding and cutting, safety, set-up, and maintenance of oxy-fuel welding, cutting equipment and supplies.

WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)-Dual Enrollment★ **Credit 1.0**
Weight 1.15
Prerequisite: None

An introduction to the shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs.

Business, Management, & Finance Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	BUS	Accounting and Financial Services	Principles of Business, Marketing, & Finance	Accounting I	Accounting II Financial Analysis	Financial Mathematics Prac.in Business Management
	BUS	Business Management	BIM I	BIM II	Business Management	Global Business Prac.in Business Management

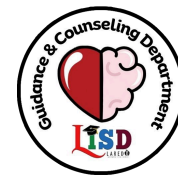
Top Careers

<i>Chief Executive</i>	<i>Budget Analyst</i>	<i>Market Research Analyst</i>
<i>Industrial Production Manager</i>	<i>Sales Manager</i>	<i>Reservation and Transportation Ticket Agent</i>
<i>Public Relations Manager</i>	<i>Personal Financial Advisor</i>	<i>Appraiser & Assessor of Real Estate</i>
<i>Operations Research Analyst</i>	<i>Real Estate Broker</i>	<i>Actuary</i>
<i>Administrative Services Manager</i>	<i>Meeting and Convention Planner</i>	<i>Accountant & Auditor</i>
<i>Statistician</i>	<i>Public Relations</i>	

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Principles of Business, Marketing, and Finance

Prerequisite: None, *Grade:* 9-11

Credit 1.0

Weight 1.0

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Business Information Management I

Prerequisite: None, *Grades:* 9-12

Credit 1.0

Weight 1.0

Recommended Prerequisite: Touch System Data Entry

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

Business Information Management II

Prerequisite: Business Information Management I, *Grades:* 10-12

Credit 1.0

Weight 1.0

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

Business Management

Prerequisite: None, *Grades:* 10-12

Credit 1.0

Weight 1.0

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

Global Business

Prerequisite: Principles of Business or Principles of Transportation

Grades: 10-12

Articulated: No

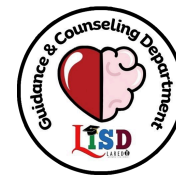
Credit 0.5

Weight 1.0

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies¹². Students develop a foundation in the economic,

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financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Virtual Business

Prerequisite: None, *Grades:*10-12

Credit 0.5

Weight 1.0

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Money Matters

Prerequisite: None, *Grades:*9- 12

Credit 1.0

Weight 1.0

Recommended Prerequisite: Principles of Business, Marketing, and Finance

Articulated: No

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical thinking skills to analyze financial options based on current and projected economic factors.

Accounting I

Prerequisite: Principles of Business, Marketing, and Finance, *Grades:*10-12

Credit 1.0

Weight 1.0

Articulated: Yes

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors.

Accounting II

Prerequisite: Accounting, *Grades:*11-12

Credit 1.0

Weight 1.0

Articulated: Yes

Students 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.

Financial Analysis

Prerequisite: Accounting I, *Grades:*11-12

Credit 1.0

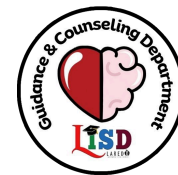
Weight 1.0

Articulated: Yes

In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

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Financial Mathematics

Prerequisite: Algebra I, *Grades:*10-12

Articulated: No

Credit 1.0

Weight 1.0

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Career Preparation I & II

Prerequisite: None, *Grades:*11-12

Articulated: Yes

Credit 2.0

Weight 1.0

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Practicum in Business Management

Prerequisite: None, *Grades:*11-12

Recommended Prerequisite: Touch System Data Entry and Business Management or BIM II

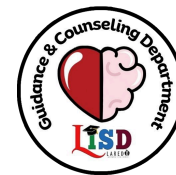
Credit 2.0

Weight 1.0

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

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Arts, A/V Technology & Communication Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	ARTS	Design and Multimedia Arts	Principles of Arts, A/V Technology, & Communications	Animation I /Lab	Animation II /Lab	Practicum in Animation
			Principles of Arts, A/V Technology, and Communications	Audio/Video Production I	Audio/Video Production II	Practicum in Audio/Video Production II
			Principles of Arts, A/V Technology, and Communications	Commercial Photography I/Lab	Commercial Photography II / Lab	Practicum in Commercial Photography

Top Careers

- Art Director*
- Producer and Director*
- Public Relations Specialist*
- Librarian*
- Writer and Author*
- Sound Engineering Technician*
- Multimedia Artist and Animator*
- Editor*
- Graphic Designer*
- Music Director and Composer*

Principles of Arts, Audio/Video Technology and Communications

Credit 1.0

Prerequisite: None, *Grade:* 9

Weight 1.0

Articulated: No

The goal of this course is for the student to understand 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.

Animation I

Credit 1.0

Prerequisite: None, *Grades:*10-12

Weight 1.0

Recommended Prerequisite: Art I or Principles of Art, Audio/Video Technology, and Communications.

Articulated: Yes

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will be expected to develop an understanding of the history and techniques of the animation industry.

Animation II

Credit 1.0

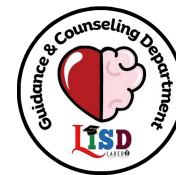
Prerequisite: Animation I, *Grades:*11-12

Weight 1.0

Articulated: Yes

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In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

Audio/Video Production I

Prerequisite: None, *Grades:*9-12

*Recommended Prerequisite:*Principles of Arts, Audio/Video Technology, & Communications

Articulated: No

Credit 1.0

Weight 1.0

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/Video Production II

Prerequisite: Audio/Video Production I, *Grades:* 10-12

Articulated: Yes

Credit 1.0

Weight 1.0

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction products. This course may be implemented in an audio format or a format with both audio and video.

Practicum in Audio/Video Production

Prerequisite: Audio Video Production II and Audio/Video Production II Lab,

*Grades:*11-12

Articulated: No

Credit 2.0

Weight 1.0

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design & Illustration I

Prerequisite: None, *Grades:*10-12

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, & Communications

Articulated: No

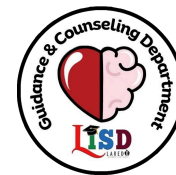
Credit 1.0

Weight 1.0

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Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career Pathway, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design & Illustration II

Credit 1.0

Prerequisite: Graphic Design & Illustration I, *Grades:*10-12

Weight 1.0

Recommended Corequisite: Graphic Design and Illustration II Lab

Articulated: No

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career Pathway, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Graphic Design & Illustration

Credit 2.0

Prerequisite: Graphic Design & Illustration II and Graphic Design and Illustration II Lab, *Grades:*10-12

Weight 1.0

Articulated: No

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Commercial Photography I

Credit 1.0

Prerequisite: None, *Grades:*9-12

Weight 1.0

Recommended Corequisite: Commercial Photography Lab I

Articulated: No

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

Commercial Photography II

Credit 1.0

Recommended Prerequisite: Commercial Photography I, *Grades:*11-12

Weight 1.0

Recommended Corequisite: Commercial Photography Lab II

Articulated: No

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

Professional Communications

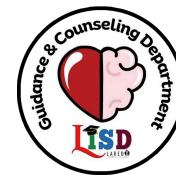
Credit 0.5

*Prerequisite:*None, *Grades:* 9-12

Weight 1.0

Articulated: No

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Professional Communications blends written, oral and graphic communication in a career-based environment. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Hospitality & Tourism Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	HOSP	Culinary Arts	Introduction to Culinary Arts	Culinary Arts	Advanced Culinary Arts	Food Science Practicum in Culinary Arts

Top Careers

- Sales Manager*
- Food Service Manager Lodging Manager*
- Meeting and Convention Planner Public Relations*
- Chef and Head Cook*
- Market Research Analyst*
- Customer Service Representative*
- First Line Supervisor of Pers. Svc. Workers*

Introduction to Culinary Arts

Credit 1.0

Prerequisite: None, *Grades:* 9-10

Weight 1.0

Recommended Corequisite: Principles of Hospitality and Tourism

Articulated: No

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

Culinary Arts

Credit 2.0

Prerequisite: None, *Grades:* 10-12

Weight 1.0

Recommended Corequisite: Principles of Hospitality and Tourism and Introduction to Culinary Arts, *Articulated:* No

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

Advanced Culinary Arts

Credit 2.0

Prerequisite: Culinary Arts, *Grades:* 10-12

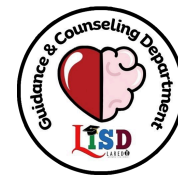
Weight 1.0

Articulated: No

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

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Practicum in Culinary Arts

Prerequisite: Culinary Arts, *Grades:* 11-12

Articulated: No

Credit 2.0

Weight 1.0

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

Cosmetology and Personal Care Services Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	COSMO	Cosmetology	Introduction to Cosmetology	Principles of Cosmetology Design and Color	Cosmetology I Lab	Cosmetology II Lab
		Barbering	Introduction to Cosmetology	Principles of Cosmetology Design and Color	Barbering I Lab	Barbering II Lab

Introduction to Cosmetology

Prerequisite: None, *Grades:* 10

Articulated: No

Credit 1.0

Weight 1.0

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

Principles of Cosmetology Design and Color

Prerequisite: None, *Grades:* 9-10

Articulated: No

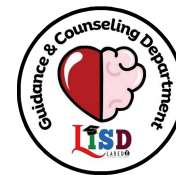
Credit 1.0

Weight 1.0

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

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Cosmetology I

Prerequisite: Acceptance Required, *Grades:* 10-11

Recommended Corequisite: Introduction to Cosmetology

Articulated: No

Credit 2.0

Weight 1.0

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination.

Cosmetology II

Prerequisite: Cosmetology I, *Grades:* 11-12

Articulated: No

Credit 2.0

Weight 1.0

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

Law and Public Service Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	LAW	Law Enforcement	Principles of LPSCS	Law Enforcement I	Law Enforcement II Correctional Services	Counseling and Mental Health Forensic Science

Top Careers

Lawyer

Administrative Law Judge and Hearing Officer

Judge

Manager of Police Officer/Detectives Manager of Firefighting Workers

Court Reporter

Radio Operator

Detective and Criminal Investigator Fire Inspector and Investigator

Transit and Railroad Police

Principles of Law, Public Safety, Corrections, and Security

Prerequisite: None, *Grades:* 9-12

Articulated: No

Credit 1.0

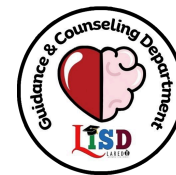
Weight 1.0

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

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Law Enforcement 1

Prerequisite: None, *Grades:* 10-12

Recommended Corequisite: Principles of Law, Public Safety, Corrections, & Security, *Articulated:* Yes

Credit 1.0

Weight 1.0

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 & elements of crime.

Court Systems and Practices

Prerequisite: None, *Grades:* 10-12

Recommended Corequisite: Law Enforcement I

Articulated: Yes

Credit 1.0

Weight 1.0

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial process from pretrial to sentencing and examines the types and rules of evidence.

Law Enforcement II

Prerequisite: None, *Grades:* 10-12

Recommended Corequisite: Law Enforcement I

Articulated: Yes

Credit 1.0

Weight 1.0

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

Forensic Science

Prerequisite: Biology and Chemistry, *Grades:* 11-12

Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course, *Articulated:* No

Credit 1.0

Weight 1.0

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Correctional Services

Prerequisite: None, *Grades:* 10-12

Recommended Corequisite: Principles of Law, Public Safety, Corrections, and Security, *Articulated:* No

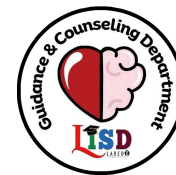
Credit 1.0

Weight 1.0

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a municipal, county,

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state, or federal correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting.

Health Science Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	Health Science	Healthcare Therapeutic Services	Principles of Health Science	Medical Terminology	Anatomy and Physiology Health Science Theory	Practicum in Health Science

Top Careers

- Dentist, General*
- Physician Assistant*
- Medical & Health Services Manager*
- Physical Therapist*
- Radiation Therapist*
- Nuclear Medicine Technologist*
- Orthotist & Prosthetists*
- Diagnostic Medical Sonographer*
- Registered Nurse*

Principles of Health Science

Credit 1.0

Prerequisite: None, *Grades:* 9-10

Weight 1.0

Articulated: Yes

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

Medical Terminology

Credit 1.0

Prerequisite: None, *Grades:* 9-10

Weight 1.0

Articulated: Yes

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

Health Science Theory

Credit 1.0

Prerequisite: Principles of Health Science & Biology, *Grades:* 10-12

Weight 1.0

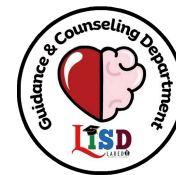
Recommended Corequisite: Health Science Clinical

Articulated: Yes

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

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Health Science Theory/Clinical

Credit 2.0

Prerequisite: Biology and Principles of Health Science, *Grades:* 10-12

Weight 1.0

Corequisite: Health Science Theory

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hand-on experiences for continued knowledge and skill development.

Anatomy & Physiology

Credit 1.0

Prerequisite: Biology and a second science credit, *Grades:* 10-12

Weight 1.0

Recommended Corequisite: A course from the Health and Science Career Cluster, *Articulated:* Yes

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Practicum in Health Science

Credit 1.0

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

Weight 1.0

Grades: 11-12, *Articulated:* No

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Medical Microbiology

Credit 1.0

Prerequisite: Biology and Chemistry, *Grades:* 10-12

Weight 1.0

Recommended Corequisite: A course from the Health Science Career Cluster
Articulated: No

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic micro-organisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Note: this course satisfies science credit requirements for students on the Foundation High School program.

Pathophysiology

Credit 1.0

Prerequisite: Biology and Chemistry, *Grades:* 11-12

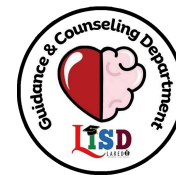
Weight 1.0

Recommended Corequisite: A course from the Health and Science Career Cluster, *Articulated:* No

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.

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ACADEMIC PLANNING GUIDE: 2023 - 2024



Note: this course satisfies science credit requirements for students on the Foundation High School program.

World Health Research

Credit 1.0

Prerequisite: Biology and Chemistry, *Grades:* 11-12

Weight 1.0

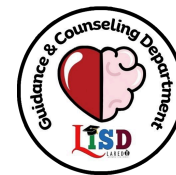
Recommended Corequisite: A course from the Health Science Career Cluster

Articulated: No

This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical cure issues.

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ACADEMIC PLANNING GUIDE: 2023 - 2024



Dr. Dennis D. Cantu Early College High School



2002 San Bernardo
(956)273-7168

MISSION

In order to provide a quality educational experience for all students attending Dr. Dennis D. Cantu Early College High School, all staff will:

- Develop all students' communication, creativity, problem solving, reasoning, researching and technology skills that will enable them to complete successfully challenging and rigorous coursework.
- Prepare students for future learning opportunities in the health science field.
- Provide students the opportunity to gain college coursework while earning their high school diploma.
- Provide students the perceptions and skills they need to be effective in a global society, including: Family, Work, Friendship, Recreation and Community Service.

VISION

At Dr. Dennis D. Cantu Early College High School, WE believe that all students, regardless of their social and economic background, can and will succeed academically as Dual Enrolled students and will gain the knowledge and skills to be successful in the health-related career of their choice.

OUR PARTNERSHIP

Dr. Dennis D. Cantu Early College High School is the product of a strong partnership between Laredo College and Laredo Independent School District. Working together both institutions will provide a challenging, college-level curriculum in a strong, supportive, student-centered learning environment.

CURRICULUM

Students follow a Pre AP / AP curriculum and specialized health science courses with "hands-on" learning experiences. Students are committed to a specific four-year graduation plan that will give them the opportunity for an Associate of Science or Associate of Arts.

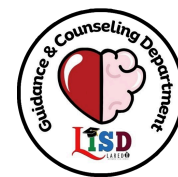
BENEFITS

- Tuition cost savings
- Career Fast Track
- Accelerated Learning
- Blended Learning
- School within a school family atmosphere
- Smaller classes

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ACADEMIC PLANNING GUIDE: 2023 - 2024



- Guidance from College & High School Counselor
- Free tutoring support (LC & ECHS)
- College classes taught on campus
- Earn both high school and college credit
- Best of both worlds – attend college and participate in high school extra-curricular activities

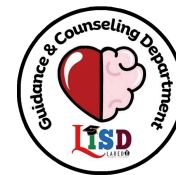
**Principles of Health Science waives Health credit.*

Four Year Graduation Plan includes 42 Texas Core Curriculum courses. The additional 18 college hours will consist of electives based on the degree – Associate of Science or Associate of Arts.

Dr. Dennis D. Cantu Early College High School
4 Year Graduation Plan

		English 4 credits	Math 4 credits	Science 4 credits	Social Studies 3 credits and Economics 0.5 cr.	Foreign Language credits 2	Physical Education / Elective credit 1	Fine Arts 1 credits	Health 0.5 cr. and Speech 0.5 cr.	ECHS Health Science Electives	
										Pre Professional	EMT
9th Grade		Honors English I	Honors Algebra I or Honors ALG II	Honors Biology	Honors World History	Spanish 1	BUSIM1 COSC 1301 (D)	Fine Art (D) DRAM 1310 or MUS 1301	Principles of Health Science		
							Physical Education/ Elective				
10th Grade	S1	Honors English II	Honors Algebra II	Honors Chemistry	Advance Social Studies HIST 1301 (D)	Spanish I or AP Spanish	Physical Education/ lective .5 credit				
	S2		Honors Geom		AP US HISTORY HIST 1302 (D)		Psychology PSYC 2301 (D)			Kinesiology KINE 1301 (D)	
11th Grade	S1	AP English Language ENGL 1301 (D)	Honors Pre CAL (needing TSI) Independent study in Math Math 1314 (D)	Honors Physics	Government (0.5 CREDIT) GOVT 2305 (D)	AP Spanish Language	Elective/ College Transition			Anatomy and Physiology (Tentative Dual)	Anatomy and Physiology (Tentative Dual)
	S2	AP English Literature ENGL 1302 (D)	Statistic Math 1342 (D)		Science Research Design BIOL 1306 (D) or 2301 (D)					PATH 3	HEALTH SCIENCE THEORY
12th Grade	S1	Independent Studies in English ENGL 2327 (D)	AP Calculus/ AQR/CPMATH (needing TSI)	AP CHEM	Special Topics (0.5 CREDIT) GOVT 2306 (D)	SPAN 1411 (D) and SPAN 1412 (D) (Students that took and passed AP Spanish with a 3+ will not have to take these two college classes)	Elective/ College Transition/ College Prep		Speech (0.5 credit) SPCH 1311 (D)	Practicum in Health Science (2 credits) Emergency Medical Technician, Dental Assistant	Extended Practicum in Health Science (1 credit)
	S2			Science Research Design BIOL 1307 or 2302 (D)	Economics (0.5 Credit) / Financial Literacy (0.5 Credit)		PATH 4			Pathophysiology, Medical Microbiology, Pharmacology	

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Vidal M. Treviño

School of Communications & Fine Arts

VISION

It is the vision of The VMT School to build character in students and provide them with opportunities to become culturally literate, sophisticated thinkers, and intellectually prepared to compete with the nation’s best, facilitating the development of their artistic and creative talents with the ultimate goal being the development of the “whole” individual. The mission is to provide a comprehensive course of study for the students in the areas of communications, dance, music, theatre arts, photography, and visual arts, with an emphasis on creative development and artistic performance, all supported by a rigorous advanced academic program that supports and prepares students for higher education.

APPLICATION PROCESS

Students interested in applying to Vidal M. Treviño Magnet School must complete and submit an application for review.

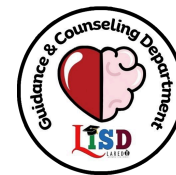
The VMT Magnet Program offers a half-day school schedule that provides one block of Fine Arts and one block of academics at the VMT setting. The remainder of their instructional schedule is spent at their home school: Martin, Nixon, and Cigarroa. The students are bussed to and from their home school to VMT.

Fine Arts Curriculum		
Art	Choir	Music
Art I, II, III, IV - Drawing, Painting, Sculpture	Music Vocal	Piano, Steel Drums
AP Art 2D Design Portfolio	Applied Music I, II	High Brass, Low Brass, Woodwinds, Strings, Guitar
Dance	Music Theory I, II	Mariachi, Philharmonic Orchestra, Sound Town
Ballet, Hip - Hop, Jazz, Folkloric, Flamenco	Theatre	Music Instrumental Ensemble I, II, III, IV
Dance Composition I, II, III, IV	Theatre Arts I	Applied Music I, II
Dance Theory I, II, III, IV	Theatre Arts I, II, III, IV	Music Theory I, II
Dance I, II, III, IV	Technical Production I, II, III, IV	Music and Media Communications I, II

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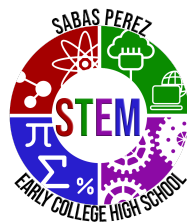
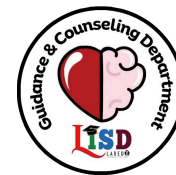
Communications Department Curriculum		
Principles of Audio Video Productions	Digital Arts & Music Audio Video Productions Audio Video Production Lab I	Practicum in Commercial Photography
Audio Video Productions II Audio Video Production Lab II	Practicum Graphic Design & Illustration	Practicum Audio Video Productions Technology
Practicum in Animation	Animation/Animation Lab I	Animation II/Animation Lab II
Commercial Photography I Commercial Photography I Lab	Commercial Photography II Commercial Photography Lab II	Graphic Design & Illustration I Graphic Design & Illustration Lab I
Graphic Design & Illustration II Graphic Design & Illustration Lab II		

Academics Curriculum					
SUBJECT	9 th	10 th	11 th	12 th	Dual-Course
English	Honors ELA I	Honors ELA II	AP English Comp.	AP English Literature	ENGLISH 1301 ENGLISH 1302 ENGLISH 2327
Social Studies	Honors World History	Social Studies Advanced	AP US History	AP US Govt. Economics	HISTORY 1301 GOVT 2305 HISTORY 1302 (U.S.) ECONOMICS 2301
Additional Dual Course: Art					DRAMA 1301

2102 E. Lyon., St. Laredo, TX 78043
(956) 273-7800
<http://vmt.elisd.org>

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Sabas Perez Early College High School

MISSION

The mission of the Sabas Perez Early College HS STEM initiative is to increase the number of students entering post-secondary studies and careers in science, technology, engineering, and mathematics. The Laredo ISD Sabas Perez ECHS mission is to provide students with the foundation necessary to prepare students for professional careers in science, technology, engineering, and math.

VISION

The Sabas Perez ECHS will engage our students in project-based learning using hands-on applications. Students are exposed to Science, Technology, Engineering, and Mathematics (STEM) in a student-centered environment. All students will participate in foundational programs introducing computer science, self-directed passion-driven inquiry, and hands-on innovation. Students will be given the opportunity to further deepen their STEM experiences by not only earning their high school diploma, but students will have the opportunity to earn up to 60 hours of college credit or earn an associate degree. The Sabas Perez ECHS will prepare our students as creators of the future, 21st century problem-solvers, and career experiences through internships.

CURRICULUM

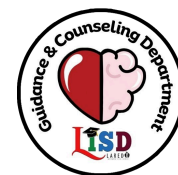
Students will follow their designated crosswalk, the high school courses will be Honors and their dual enrollment courses will be STEM based. Students will follow their four-year graduation plan alongside the crosswalk. Note: (1) A student may be assigned to EOC Intervention courses based on test scores. (2) Students who do not meet the college-readiness benchmark of the TSIA2 will be assigned intervention courses to ensure the student has multiple opportunities to pass the TSIA2 exams.

TSIA2 Scores

Exam	Scores Needed
*English Language Arts Reading	A College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.
*Mathematics	A College Readiness Classification (CRC) score of at least 950; or a CRC score below 950 and a Diagnostic level of 6.

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*TSIA2 scores subject to change

BENEFITS

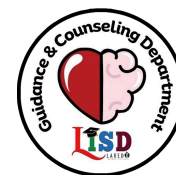
- Sabas Perez ECHS STEM program follows a school within a school model
- Transportation is available
- Students are maintained as a cohort
- Project Based Learning opportunities
- STEM endorsement
- Work-based learning experiences
- Courses can be Honors, Advanced Placement, and/or Dual Enrollment
- Earn high school and college credits

Associate of Science Course Sequence

SABAS PEREZ EARLY COLLEGE HS CROSSWALK – SCIENCE MAJORS (CORE ONLY)										
GRADE LEVEL	ENGLISH 4 credits	MATH 4 credits	SCIENCE 4 credits	SOCIAL STUDIES 3 credits	LOTE 2 credits	PE 1 credit	FINE ARTS 1 credit	ELECTIVE	COMPUTER SCIENCE	COLLEGE HOURS Total 60
9th Grade	Honors English I 118E013	Honors ALG I 28E013 or Honors GEOM 28E023				PE/Elective	MUSI 1306 D61F031	KINE 1301 D810911 Health/Speech 81E023	Principles of Applied Engineering 86E021	6 Fall
		Honors ALG II 21E321 or Honors GEOM 28E023 (SUMMER)	Honors Biology 38E013	Honors World Hist. 48E013	AP Computer Science Principles or Span. I II			COSC 1301 D810011		3 Spring
10th Grade	Honors English II 11E113	Coll. Algebra MATH 1314 D210753	Honors Chemistry	SSADV1 HIST 1301 D41E021	Computer Science I or AP Computer Science A or Span. I II	PE/Elective			Game Programming & Design 81E511	6 Fall
								FLEX: GOVT 2305 D410523 GOVT 2306 D410031	Mobile Application Development 81E431	6 Spring
11th Grade	English III ENGL 1301 D110133	Honors Pre-Cal MATH 2412 D21F963 PRE: MATH 1314	FLEX: PHYS 1315 BIO 1306/1106 PRE: TSIA2 ELAR & TSIA2 MATH	PSYC 2301 D410423 US History HIST 1302 D41E133		PE/Elective		Engineering Design and Problem Solving 81E041		20 Fall
	FLEX: English IV ENGL 1302 D110143 Ind. Studies in English ENGL 2327 D110183		OPTIONS: FLEX: PHYS 1301/1101 & PHYS 1302/1102 PRE: TSIA2 ELAR & MATH 2412 OR FLEX: KINE 1304 & KINE 1306							14 Spring
12th Grade			FLEX: ENGR 1201 Intro to Engineering PRE: Concurrent enrollment in ENGL 1301 & MATH 1314 & "ENGR1304 Engineering Graphics PRE: MATH 1314 and ENGL 1301"	Economics 1st 9 Wks. Path CC 2nd 9 Wks.		PE/Elective		CAD/Networking TECH - TSI EXEMPT* (see HB5 Equivalency Table)		5 Fall
										0 Spring

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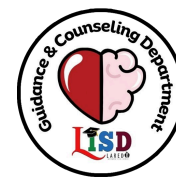
Associate of Engineering Course Sequence

SABAS PEREZ EARLY COLLEGE HS – ENGINEERING CROSSWALK										
GRADE LEVEL	ENGLISH 4 credits	MATH 4 credits	SCIENCE 4 credits	SOCIAL STUDIES 3 credits	LOTE 2 credits	PE 1 credit	FINE ARTS 1 credit	ELECTIVE	COMPUTER SCIENCE	COLLEGE HOURS Total 74
9th Grade	Honors English I 18E013	Honors ALG. I 28E013				PE/Elective	MUSI 1306 D61F031	KINE 1301 D810911	Principles of Applied Engineering	6 Fall
		Honors ALG II 21E321 & Honors GEOM 28E023 (SUMMER)	Honors Biology 38E013	Honors World Hist. 48E013	AP Computer Science Principles			COSC 1301 D810011	Manufacturing Engineering Technology I	3 Spring
10th Grade	Honors English II 11E113	Coll. Algebra MATH 1314 D210753	Honors Chemistry	SSADV1 HIST 1301 D41E021		PE/Elective		FLEX: GOVT 2305 D410523 GOVT 2306 D410031	Engineering Design and Presentation I	12 Fall
		Honors Pre-Cal MATH 2412 D21F863 PRE: MATH 1314	FLEX: PHYS 1315 BIO 1309/1109 PRE: TSIA2 ELAR & TSIA2 MATH	PSYC 2301 D410423	Computer Science I or AP Computer Science A			Health/Speech 81E023	Engineering Design and Presentation II	10 Spring
11th Grade	English III ENGL 1301 D110133	Ind.Stud. Math (2nd) *MATH 2413 Calculus I PRE: MATH 2412		US History HIST 1302 D41E133		PE/Elective				10 Fall
	FLEX: English IV ENGL 1302 D110143 Ind. Studies in English ENGL 2327 D110183		FLEX: PHYS 1301/1101 & PHYS 1302/1102 PRE: TSIA2 ELAR, & MATH 2412						ENGR1304 Engineering Graphics PRE: MATH 1314 and ENGL 1301	17 Spring
12th Grade		Ind.Stud. Math (3rd) *MATH 2414 Calculus II D21E331 PRE: MATH 2413	ENGR 1201 Intro to Engineering PRE: Concurrent enrollment in ENGL 1301 & MATH 1314	Economics 1st 9 Wks. Path CC 2nd 9 Wks.		PE/Elective			ENGR 2301 Mechanics I PRE: PHYS 2325 and 2125 or PHYS 2425 & MATH 2414	9 Fall
		Calculus III *MATH 2415 PRE: MATH 2414							ENGR 2302 Mechanics II PRE: ENGR 2301	7 Spring

Available Industry Based Certifications and Certificates

- Certified Solidworks Associate (CSWA)
- Networking Technologies
- Drone (SUAS)
- Computer Aided Drafting and Design (CADD)
- Personal Trainer
- Creative Cloud
- Unity Certified Programmer

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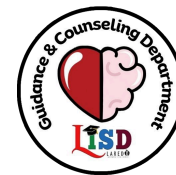


Hector J. Garcia Early College High School (GECHS) provides an unparalleled learning environment for approximately 400 students in grades 9th - 12th in the Laredo Independent School District (Laredo I.S.D.). Through a Memorandum of Understanding (MOU) with Texas A&M International University (TAMIU), students partake in a rigorous and challenging high school curriculum that emulates college-level courses while enrolling in TAMIU classes. Students have the opportunity to acquire up to 60 university credit hours by the end of their high school career. Students who attend GECHS must be dedicated and focused with a strong work ethic towards their academic career.

Garcia ECHS & TAMIU Course Crosswalk (as of June 2024)

FRESHMEN YEAR (9th Grade) (2 College Hours)	
English I (STAAR)	
World Geography	
Algebra I (STAAR) *If not taken/passed in 8th grade	
Spanish I *If not taken/passed in 8th grade	
EC SB LIFE (PE) @ GECHS M/W/F or T/TH/F	KINE 1101 (M/W or T/Th) (1 hour)
Reading I	
Biology (STAAR)	
Algebra II *If taken/passed Alg. I in 8th grade	
Principles of Information Tech.	
Health @ GECHS M/W/F or T/TH/F	KINE 1102 (M/W or T/Th) (1 hour)

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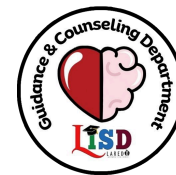


SOPHOMORE YEAR (10th Grade) (11-17 College Hours)	
English II (STAAR)	
World History	
Geometry	Algebra II <i>If not taken 9th grade</i>
AP Spanish Language <i>*May earn college credit depending on AP score and IHE.</i>	
MATH 1314 <i>*College Algebra</i> (3 hours) <i>Must be Math TSI Ready; Not required for high school graduation; Support Teacher</i>	
TSI Course <i>*Based on pending TSI exam for college course readiness</i>	
Chemistry	
UNIV 1201 <i>Learn Global Context</i> (2 hours)	UNIV 1302 <i>Signature Course</i> (3 hours)
Principles of Information Tech.	
COMM 1315 <i>*Communications</i> (3 hours) <i>Required for high school graduation as Speech Credit (*TAMIU Course, Not offered at GECHS)</i>	
PSYC 2301 <i>*Intro. To Psychology</i> (3 hours) <i>Must be English Language TSI Ready; Not required for graduation; Support Teacher</i>	
MUSI 1310 <i>*Music Theory</i> (3 hours) <i>Required for graduation; *TAMIU Course, Not offered at GECHS</i>	

JUNIOR YEAR (11th Grade) (15 College Hours) * Must be ELAR TSI Ready *	
ENGL 1301 <i>*Must pass to take English 1302</i> (3 hours) <i>High School Eng III Credit, Required for graduation, Support Teacher.</i>	
HIST 1302 (STAAR) (3 hours) <i>High School US History Credit, Required for graduation, Support Teacher. *TAMIU Course, Not offered at GECHS</i>	
EC SOC Study Skills <i>*Support Class for History 1302</i>	
Anatomy & Physiology	
Pre Calculus	
Elective	
ENGL 1302 <i>High School Eng IV Credit</i> (3 hours) <i>Required for graduation, Support Teacher</i> <i>*Must pass to take ENGLISH 2328/upper level Literature course</i>	
PSCI 2305 <i>National Government-High School GOVT. Credit</i> (3 hours) <i>Required for Graduation, Support Teacher</i> <i>*TAMIU Course, Not offered at GECHS</i>	
HIST 1301 (3 hours) <i>Not required for graduation Support Teacher</i>	
Economics - FE	

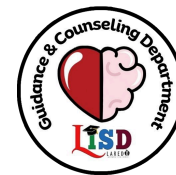
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<p>SENIOR YEAR (12th Grade) (20-26 College Hours) * Must be ELAR TSI Ready *</p>
<p>ENGL 2328 (3 hours)</p>
<p>PSCI 2306 <i>State Government</i> (3 hours)</p>
<p>1 - 2 TAMIU Courses in Major (3-6 hours) *Depending on major and course availability.</p>
<p>Science (<i>Science field or Non-science field</i>) (4 hours)</p>
<p>AP Calculus (<i>Full year course</i>) May earn college credit depending on AP score and IHE. 1st Block at GECHS</p>
<p>Elective *Must be 1st block at GECHS</p>
<p>HIST 1301 (3 hours) Not required for graduation Support Teacher</p>
<p>Economics - FE</p>

***Opportunity to take TAMIU summer classes depending on TSI readiness, major, and course availability. A student may earn between 42-60 college hours. TAMIU is a 4 year institution, therefore, an Associate’s Degree is not granted.**



MISSION

Jose A. Valdez High School (JAVHS) is a non-traditional school that provides students the opportunity to earn credits through self-paced, computer-based, small group instruction. JAVHS also provides substance abuse recovery support for students in need of these services.

QUALIFICATIONS

- Students who have dropped out of school, or are in danger of dropping out, for personal, family and/or attendance challenges.
- Students who lack credits for graduation.
- Students with special circumstances that require a credit acceleration plan.
- Students who have had or currently have substance use issues.

ADMISSIONS

- Students are referred by their home campus counselors and administrators. Once referred, students and parents attend an interview with JAVHS administrative team.
- In order to attend JAVHS, students and parents must agree to the admissions criteria.

CREDITS/ACCELERATION

- Students have the opportunity to earn credits through self-paced, computer based instruction.

SUBSTANCE RECOVERY

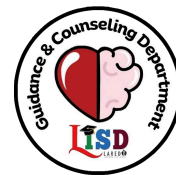
- Students who meet criteria for this particular component of JAVHS must agree to participate in and receive support provided by SCAN and LISD prevention programs.

FEATURES

- Small classroom setting and one-to-one instruction.
- Credit attainment /acceleration for high school graduation.
- College, Career and Military Readiness.
- Dual-Enrollment opportunities through Laredo College.
- Technical certification opportunities.
- Substance abuse recovery assistance and ongoing treatment support.
- Students follow a prescribed learning path based on individualized graduation plans.
- Students receive ongoing support from JAVHS faculty and staff.
- Students collaborate in group projects and learning activities.

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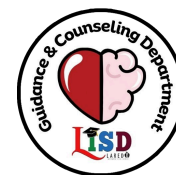


BENEFITS

- Motivated students can attain credits at a faster pace.
- Reduced stress on students due to self-paced instruction.
- Flexible course scheduling.
- Individualized instruction due to 10:1 student/teacher ratio.
- On-site substance abuse and treatment services provided by SCAN & Substance Abuse Coordinator.
- Optional flexible schedule.

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ACADEMIC PLANNING GUIDE: 2023 - 2024



J. W. Nixon High School Business, Industry, and Public Service Early College Academy

The J. W. Nixon High School Business, Industry, and Public Service Early College Academy aims to empower and prepare students to become productive, successful community members. Our program offers a rigorous and demanding curriculum for motivated students interested in law enforcement, cosmetology, barbering, education, business, and welding. Students admitted into the program will have the opportunity to earn up to 60 college hours or an Associate's Degree with Laredo College. Additionally, students pursuing an associate's degree or dual credit must meet the Texas Success Initiative Assessment (TSI) standards to complete the program.

APPLICATION PROCESS

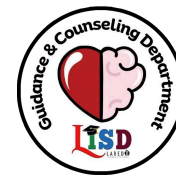
Students interested in applying to BIPS Early College Academy must complete and submit an application for review.

- Required:**
- Completed application
 - Attend Parent/Student Information Session
 - Attend Summer Bridge Program

GRADE LEVEL	HIGH SCHOOL COURSES	DUAL COURSES (non-degree seeking students)	WELDING <i>Vocational</i>	BUSINESS <i>Academic Route</i>	EDUCATION & TRAINING <i>Academic Route</i>	LAW ENFORCEMENT <i>Academic Route</i>	LAW ENFORCEMENT <i>(Non-Dual)</i>	Cosmetology <i>(Non-Dual)</i> <i>Vocational</i>
9TH GRADE	English I Algebra I Biology World History Spanish I Athletics/Band Health/Speech	KINE 1301 COSC 1301	Agricultural Mechanics	Principles of Business KINE 1301 COSC 1301	Principles of Education KINE 1301 COSC 1301	Principles of Law KINE 1301 COSC 1301	Principles of Law Enforcement	Introduction to Cosmetology
Summer				GOVT 2305	GOVT 2305	GOVT 2305		
10TH GRADE	English II Chemistry Geometry Spanish II Athletics/Band	HIST 1301 HIST 1302 SOCI 1301 ART 1301	Agricultural Power Systems	Financial Math HIST 1301 ART 1301 SOCI 1301 SOCI 1302 HIST 1302	HIST 1301 ART 1301 SOCI 1301 HIST 1302 PSYC 2314	Law Enforcement I HIST 1301 ART 1301 HIST 1302 SOCI 1306 SOCI 1301	Law Enforcement 1	Principles of Cosmetology Design and Color Theory
Summer				ENGL 1301	ENGL 1301	ENGL 1301		
11TH GRADE	Physics Algebra II Athletics/Band	ENGL 1301 ENGL 1302 GOVT 2305 GOVT 2306 BIOL 1308/ 1108	Welding I	ENGL 1302 MATH 1324 ECON 2301 BIOL 1308/1108 ACCT 2401 Prin. of Financial Accounting GOVT 2306	EDUC 1301 Intro to Teaching Profession ENGL 1302 MATH 1314 BIOL 1308/1108 GOVT 2306	CRJ 1301 Intro to Criminal Justice ENGL 1302 CRJ 1310 Fundamentals of Criminal Law BIOL 1308/1108 GOVT 2306	Law Enforcement 2	Cosmetology/Lab I Or Barbering I
Summer				Credit Recovery if needed	Credit Recovery if needed	Credit Recovery if needed		
12TH GRADE	Athletics Band	MATH 1314 BIOL 1309/ 1109 ENGL 2327	Welding II Pract. Welding	ACCT 2402 Prin. Of Managerial Acct. MATH 1325 ECON 2302 BIOL 1309/1109 ENGL 2327	Practicum in Education & Training MATH 1350 GEOL 1301/1101 PHYS 1315/1115 ENGL 2327 MATH 1351	MATH 1342 BIOL 1309/1109 CRJ 2310 Correctional Syst & Practices CRJ 1306 Court Syst & Practices CRJ 2328 Police Systems & Practices ENGL 2327	Court Systems Forensic Science	Cosmetology/Lab II Or Barbering II
TOTAL		44 Hours Core Complete		Associates of Arts General Business Track 61 hrs	Associates of Arts Interdisciplinary St. w/EC-6th tr 60 hrs	Associates of Science Criminal Justice Track 62 hrs		

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Programs of Study in Technology Early College High School

VISION

The Pathways in Technology Early College High School (P-TECH) is an innovative open-enrollment high school that allows students an opportunity to receive both a high school diploma and a credential and/or associate degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education. The P-TECH program at Dr. L.G. Cigarroa High School is based on the Architecture and Construction Program of Study offering an Associate in Applied Science in Computer-Aided Drafting & Design Technology and Level 1 Certificates from Laredo College in addition to industry-based certifications in AWS, OSHA and NCCER.

APPLICATION PROCESS

Students interested in applying to the Pathways in Technology Early College High must complete and submit their application for review. Students must include the following with the application:

- Application with student and parent signature
- Interest Essay explaining the credentials and/or certifications desired
- Student-Parent-School Contract agreeing to expectations in:
 - Grades
 - Attendance
 - Behavior
 - Participation in Student/Parent Meetings
 - Participation in Summer Bridge Program

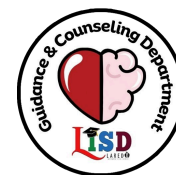
CURRICULUM

HVAC Crosswalk

Grade Level	English 4 Credits	Math 4 Credits	Science 4 Credits	Social Studies 3 Credits	LOTE 2 Credits	PE/Elective 1 Credit	Fine Arts 1 Credit	HVAC	College Hours
9th	English I	Algebra I	Biology	World History	Spanish I	PE/ Elective	Art I Health Speech	Principles of Construction	
10th	English II	Geometry	Chemistry	US History	Spanish II AP Spanish	Elective	BIM	HVAC 1 (S1) HART 1407 HART 1401 MAIR 1449 HART 2438	16 Hours
11th	English III	Algebra II	Physics	Government		College Transition Elective		HVAC II (S2) HART 1356 (SS1) HART 1445 HART 2331 HART 1441	16 Hours/ 14 Hours
12th	College Prep ELA	College Prep Math	Scientific Research and Design	Economics		Elective Construction Management		(S3) HART 2436 HART 1451 HART 1441	4 Hours/ 10 Hours
								40 Hours	36 Hours/ 40 Hours

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Computer-Aided Drafting & Design Technology CAD Draftsman (Level 1 Certificate) & Computer-Aided Drafting & Design Technology (Associate in Applied Science) Crosswalk

Grade Level	English 4 Credits	Math 4 Credits	Science 4 Credits	Social Studies 3 Credits	LOTE 2 Credits	PE/Elective 1 Credit	FINA 1 Credit	CAD	College Hours
9th	English I	Algebra I	Biology	World History	Spanish I	PE/ Elective	Art I Health Speech	DFTG 1305 DFTG 1309 GISC 1311 DFTG 1330	12 Hours
10th	English II	Geometry	Chemistry	US History	Spanish II AP Spanish	Elective	BIM	DFTG 2340 DFTG 2321 GISC 1317 DFTG 2320 DFTG 2312 (SSI)	12 Hours/ 24 Hours CAD Level 1
11th	English 1301	Algebra II	Physics	Government		College Transition Elective	College Level Speech	Math Elect (SSII) DFTG 2323 SRVY 2348 DFTG 2328	21 Hours/
12th	College Prep ELA	College Prep Math	Scientific Research and Design	College Level History/Gov./ Etc.	College Lanuage/ Philosphy etc.	Elective Construction Managment		ARCE 2444 DFTG 2281 DFTG 2332	15 Hours/ 60 Hours AAS

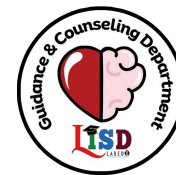
Welding & Construction Crosswalk

Grade Level	English 4 Credits	Math 4 Credits	Science 4 Credits	Social Studies 3 Credits	LOTE 2 Credits	PE/Elective 1 Credit	FINA 1 Credit	Welding	Certifications
9th	English I	Algebra I	Biology	World History	Spanish I	PE/ Elective	Art I Health Speech	Principles of Construction	OSHA 5 Hour
10th	English II	Geometry	Chemistry	US History	Spanish II AP Spanish	Elective	BIM	Agricultural Mechanics	AWS Certification
11th	English III	Algebra II	Physics	Government		College Transition Elective		Construction Tech I	OSHA 30 Hour
12th	College Prep ELA	College Prep Math	Scientific Research and Design	Economics		Elective Construction Managment		Construction Tech II	

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ACADEMIC PLANNING GUIDE: 2023 - 2024



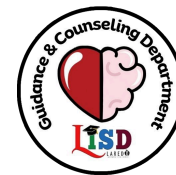
PATHWAYS OF STUDY

- Computer-Aided Drafting & Design Technology (Associate in Applied Science)
- Computer Aided Drafting & Design (CAD) One Semester Certificate from Laredo College
- Level 1 HVAC-R Assistant Certificate from Laredo College
- AWS Welding Certification
- NCCER Certification
- OSHA 30 Hour Certification
- Work-Based Summer Internships
- Work-Based Practicums

NOTES

1. A student pursuing the associate degree will need to qualify with passing TSIA 2 scores in ELAR and Math and/or a score of 4000 on the English 1 EOC and the Algebra 1 EOC.
2. A student may be assigned to Reading and Math intervention courses
3. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP Graduation requirements are met.
4. Students who are interested in PTECH will be offered Dual Enrollment courses at Cigarroa High School and Laredo College.

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Agriculture, Food, & Natural Resources P-TECH Raymond & Tirza Martin High School

VISION

To nurture a community where students can cultivate their passions, explore cutting- edge technologies, and develop the skills needed for success in the rapidly evolving landscape of the 21st century. At AFNR, we offer certification opportunities in Floral Design, Applied Agricultural Engineering, and Veterinary Assistant. In addition, through our partnership with Laredo College, students have the opportunity to complete an Associate’s Degree. At AFNR P-TECH, you become a part of a pioneering community that values curiosity, collaboration, and resilience. Together, we will navigate the realms of agriculture, food, and natural resources (AFNR) while fostering the critical thinking and problem-solving skills that will set you on a path to success.

APPLICATION PROCESS

Students interested in applying to the Pathways in Technology Early College High must complete and submit their application for review. Students commitment to success in the following:

- Grades
- Attendance
- Behavior
- Participation in Student/Parent Meetings
- Participation in Summer Bridge Program

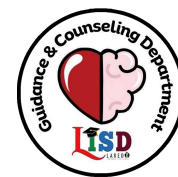
CURRICULUM

ANIMAL SCIENCE-VETERINARY

MARTIN HS AFNR CROSSWALK – ANIMAL SCIENCE MAJORS										
GRADE LEVEL	ENGLISH 4 credits	MATH 4 credits	SCIENCE 4 credits	SOCIAL STUDIES 3 credits	LOTE 2 credits	PE 1 credit	FINE ARTS 1 credit	ELECTIVES	Program of Study	COLLEGE HOURS Total 54
9th Grade	Honors English I #13011F/S	Honors ALG. I #23121F/S		Honors World Hist. #430211		PE/Elective #710411		Health 1st 8 weeks #710113 KINE 1301 2nd 8 weeks D810911		3 Fall
			Honors Biology #33021F/S		Span. I #510111		MUSI 1306 D61F031	COSC 1301 D810011	Principles of Agriculture #865011	6 Spring
10th Grade	Honors English II	Honors GEOM		PSYC 2301 D410423	Span. II	PE/Elective			Entrepreneurship #867241	3 Fall
		Honors ALG II	Honors Chemistry	FLEX: SSADV1 HIST 1301 D41E021 - SPCH 1315 D864023	AP SPANISH				Q3 Small Animal Mgmt #865121 & Q4 Equine Science #810253	6 Spring
11th Grade	English III ENGL 1301 D110133	Coll. Algebra MATH 1314 D210753	*Advanced Animal Science #865041	FLEX: GOVT 2305 D410523 GOVT 2306 D410031		PE/Elective				9 Fall
	English IV ENGL 1302 D110143		BIOL 1306/1106 PRE:TSIA2 ELAR & TSIA2 MATH	US History HIST 1302 D41E133					Vet. Med. Appl./Lab #811031	13 Spring
12th Grade	Ind. Studies in English ENGL 2327 D110183		BIO 1307/1107 PRE: BIOL 1306/1106	Economics 1st 9 Wks. Path CC 2nd 9 Wks.		PE/Elective			Practicum in Entrepreneurship #817824	7 Fall
		MATH 1316 Plane Trig.	CHEM 1311/1111 CHEM I						Practicum in Entrepreneurship #817824	7 Spring
TOTAL HRS.										54

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ACADEMIC PLANNING GUIDE: 2023 - 2024



PLANT SCIENCE

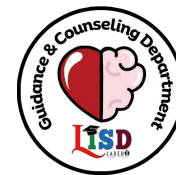
MARTIN HS AFNR CROSSWALK – PLANT SCIENCE CROSSWALK										
GRADE LEVEL	ENGLISH 4 credits	MATH 4 credits	SCIENCE 4 credits	SOCIAL STUDIES 3 credits	LOTE 2 credits	PE 1 credit	FINE ARTS 1 credit	ELECTIVES	Program of Study	COLLEGE HOURS Total 54
9th Grade	Honors English I	Honors ALG. I		Honors World Hist.		PE/Elective		Health 1st 8 weeks & KINE 1301 2nd 8 weeks D810911		3 Fall
			Honors Biology		Span. I		MUSI 1306 D61F031	COSC 1301 D810011	Principles of Agriculture #865011	6 Spring
10th Grade	Honors English II	Honors GEOM		PSYC 2301 D410423	Span. II	PE/Elective			Entrepreneurship #867241	3 Fall
		Honors ALG II	Honors Chemistry	FLEX: SSADV1 HIST 1301 D41E021 - SPCH 1315					*Floral Design #811011	6 Spring
										Summer
11th Grade	English III ENGL 1301 D110133	Coll. Algebra MATH 1314 D210753	Adv. Plant and Soil #865241	FLEX: GOVT 2305 D410523 GOVT 2306 D410031		PE/Elective				9 Fall
	English IV ENGL 1302 D110143		BIOL 1306/1106 PRE:TSIA2 ELAR & TSIA2 MATH	US History HIST 1302 D41E133						13 Spring
12th Grade	Ind. Studies in English ENGL 2327 D110183		BIO 1307/1107 PRE: BIOL 1306/1106	Economics 1st 9 Wks. Path CC 2nd 9 Wks.		PE/Elective			Practicum in Entrepreneurship #817824	7 Fall
		MATH 1316 Plane Trig.	CHEM 1311/1111 CHEM I						Practicum in Entrepreneurship #817824	7 Spring
									TOTAL HRS.	54

AGRICULTURAL TECHNOLOGY & MECHANICAL SYSTEMS

MARTIN HS AFNR – AGRICULTURAL TECHNOLOGY AND MECHANICAL SYSTEMS CROSSWALK										
GRADE LEVEL	ENGLISH 4 credits	MATH 4 credits	SCIENCE 4 credits	SOCIAL STUDIES 3 credits	LOTE 2 credits	PE 1 credit	FINE ARTS 1 credit	ELECTIVES	Program of Study	COLLEGE HOURS Total 54
9th Grade	Honors English I	Honors ALG. I		Honors World Hist.		PE/Elective		Health 1st 8 weeks & KINE 1301 2nd 8 weeks D810911		3 Fall
			Honors Biology		Span. I		MUSI 1306 D61F031	COSC 1301 D810011	Principles of Agriculture #865011	6 Spring
10th Grade	Honors English II	Honors GEOM		PSYC 2301 D410423	Span. II	PE/Elective				3 Fall
		Honors ALG II	Honors Chemistry	FLEX: SSADV1 HIST 1301 D41E021 - SPCH 1315 D864023	AP SPANISH				Agriculture Mechanics #865321	6 Spring
11th Grade	English III ENGL 1301 D110133	Coll. Algebra MATH 1314 D210753		FLEX: GOVT 2305 D410523 GOVT 2306 D410031		PE/Elective				9 Fall
	English IV ENGL 1302 D110143		BIOL 1306/1106 PRE:TSIA2 ELAR & TSIA2 MATH D31043	US History HIST 1302 D41E133					Agriculture Power Systems #865221	13 Spring
12th Grade	Ind. Studies in English ENGL 2327 D110183		BIO 1307/1107 PRE: BIOL 1306/1106 D31F931	Economics 1st 9 Wks. Path CC 2nd 9 Wks.		PE/Elective			Ag. Structure Design #811651	7 Fall
		MATH 1316 Plane Trig.	CHEM 1311/1111 CHEM I						Ag. Equip. Design & Fabrication #810951	7 Spring
									TOTAL HRS.	54

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Contact Information

Laredo ISD Guidance & Counseling Department	Address: 2400 San Bernardo Ave. Phone: 956-273-1861
Dr. L.G. Cigarroa High School Counseling Department	Address: 2600 Zacatecas St. Phone: 956-273-6800 ext. 6804
R. & T. Martin High School Counseling Department	Address: 2002 San Bernardo Ave. Phone: 956- 273-7100 ext. 7153
J.W. Nixon High School Counseling Department	Address: 2000 East Plum St. Phone: 956- 273-7400 ext. 7437 or 7436
Hector J. Garcia Early College High Counseling Department	Address: 5241 University Blvd. Phone: 956-273-7700 ext. 7703
Dr. Dennis D. Cantu Early College High School Counseling Department	Address: 2002 San Bernardo Ave. Phone: 956-273-7168 ext. 7167/7166
Agriculture Food & Natural Resources P-TECH	Address: 2002 San Bernardo Ave. Phone: 956- 273-7100 ext. 7102
Sabas Perez Early College High School	Address: 2600 Zacatecas St. Phone: 956-273-6800 ext. 6803
Pathways in Technology Early College High School	Address: 2600 Zacatecas St. Phone: 956-273-6800 ext. 6810
Vidal M. Treviño School of Communication and Fine Arts Counseling Department	Address: 2101 Lyon St. Phone: 956-273-7800 ext. 7810
Jose A. Valdez High School (Non-Traditional)	Address: 1700 Chicago Street Phone: 956-273-8000 ext. 8007

RESOURCES

SAT Website: www.collegeboard.org

ACT Website: <http://act.org>

Federal Student Aid Website: <https://studentaid.gov/>

TEA Website: www.tea.state.tx.us

ASVAB: <https://www.officialasvab.com/>

TASB: <https://www.tasb.org/home.aspx>

Clearing House: <https://www.studentclearinghouse.org/>

LISD Guidance & Counseling: <https://www.laredoisd.org/page/guidance-counseling>

LISD CTE Programs of Study:  2024-2025 Statewide Program of Study 9-24.pdf

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