

TERRELL HIGH SCHOOL

2024-2025

ACADEMIC COURSE CATALOG

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www.terrellisd.org/o/ths

MISSION STATEMENT

The mission of the Terrell Independent School District, a community of unique, diverse environpeople, is to provide an exceptional learning experience in a safe, nurturing environment; challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school academic counselor, teacher, or principal to learn more about course offerings, graduation requirements, and college and career opportunities. Each spring, students in grades 8 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and vocational opportunities. To plan for the future, each student should work closely with the academic counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The academic counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

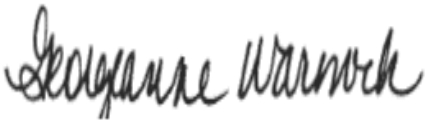
To Students and Families of Terrell Independent School District:

Terrell ISD is excited about the high school courses we will offer for the 2024-2025 school year. The world outside the halls of our high schools is changing with new and expanded opportunities opening in all fields of study and business. This high school course guide has been developed with those changes and opportunities for you in mind. In this course guide, you will find traditional courses as well as new courses we offer in answer to the need for new skills and knowledge voiced by various segments of our community. The purpose of this catalog is to assist you in achieving your goals, whether they are to further your education or to enter the business world or military immediately upon graduation. Our district vision is “Expect More. Achieve More.” Set your goals high, and we will help you get there.

To achieve your goals, you need a plan. An important part of that plan will be developing your high school educational program. This catalog provides a listing of the requirements for college entrance and a recommended high school program designed to meet entrance requirements for the four categories of colleges. For those who would choose a different path, this catalog includes a recommended program to help you enter an occupation upon graduation. These recommended programs are provided as tools for you to customize your plan for achieving your goals.

We believe that this catalog will be useful to you as you consider your choices and make your plans. Whatever future you choose, your teachers, principal, district administration and board of trustees stand ready to assist you in getting the most value out of your high school years.

Sincerely,



Dr. Georgeanne Warnock
Superintendent

Dear Parents and Students,

The purpose of this course guide is to provide you with a brief description of the courses offered here at Terrell High School. This guide includes important information about our academic policy, graduation requirements, and how to prepare for college entrance. The guide has been designed to assist our students and parents with navigating a successful academic journey from a student's freshman year through graduation, and ultimately becoming post-secondary prepared.

Parents are strongly encouraged to review course selections and endorsements with their child and select the courses that will allow the student to flourish academically as well as meet the needs of his/her social and emotional well-being. These decisions are far too crucial for students to make alone and timing is everything. It is important to make the best course selections early, as the courses are offered in a specified order and one course may build upon the other. Changing endorsements may create scheduling conflicts and limit choices as the student approaches graduation.

We are fortunate to have the accessibility of many great programs here at Terrell High School. With the continued growth of our Career and Technical Education programs, academic endorsements and distinctions, a Terrell Tiger's future is limitless.

The partnership between family, community and school must be unwavering as we support tomorrow's leaders today. I am excited to have the opportunity to walk with our students on their academic journey at THS.

Expect More. Achieve More.

Earl Gilmore,
Principal Terrell High School

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GRADUATION PLANS AND REQUIREMENTS

House Bill 5 (HB5) passed by the 83rd Texas Legislature and signed by the governor provides for a set of graduation plans for Texas students. These graduation plans consist of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. When selected, students will complete each of these endorsements with four Mathematics, four Sciences, four English Language Arts, and three Social Studies credits. Students are also required to complete two foreign language credits which may be substituted with two credits in computer programming language.

House Bill 5 requires each student to connect to a personal graduation plan that leads to an endorsement. Before the conclusion of the 8th grade, the student and parent must confirm and sign a personal graduation plan for the students. Academic advising on the benefits of pursuing distinguished achievement and endorsements relative to eligibility for automatic college admissions will be provided. The personal graduation plan is a working document used to track student completion of graduation requirements and provides an opportunity for students to meet individual needs. If the student amends their personal graduation plan, the district will send written notice to the parent regarding the change.

Students entering 9th grade must specify in writing an endorsement from one of the following:

- STEM (Examples: Computer Science, Engineering)
- Business & Industry (Examples: Business, Agriculture, Transportation)
- Arts & Humanities (Examples: Literature, Art, Dance, Music, etc.)
- Public Service (Examples: Education, Health Sciences)
- Multidisciplinary Studies

To qualify as part of the Top 10% of their graduating class, students must successfully complete Algebra II.

SPEECH: The state of Texas requires that districts must demonstrate that all students will reach proficiency in speech or other communication skills and document the student's proficiency on the Academic Achievement Record (student transcript). Terrell ISD will satisfy the requirement through Professional Communication, Career and Technical Principles courses or upon completion of English III.

Graduation Credits Required:

Foundation Program	26 credits
Foundation Program with Endorsement	26 credits
Distinguished Achievement Program	26 credits

Beginning Freshman Class 22-23

Foundation Program	22 credits
Foundation Program with Endorsement	26 credits
Distinguished Achievement Program	26 credits

Graduation Credits at a Glance

Foundation Plan	English	Mathematics	Science	Social Studies	Required	Electives	
	English 1 1.0 (EOC) English 2 1.0 (EOC) English 3 1.0 An Advanced English course 1.0	Algebra 1 1.0 (EOC) Geometry 1.0 An Advanced Math course 1.0	Biology 1.0 (EOC) IPC 1.0 An Advanced Science course 1.0	World Geography or World History 1.0 US History (EOC) 1.0 US Government 0.5 Economics 0.5	Language 2.0 (Lang. Other than English) Fine Arts 1.0 Phys. Ed. 1.0	Electives 5.0	
	English 4.0	Math 3.0	Science 3.0	Soc. Studies 3.0	Required 4.0	Electives 9.0	26.0
Foundation Plan plus Endorsement	A student may earn an endorsement by successfully completing curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits (beyond state foundation requirement of 4) **5 Endorsement Areas Offered:** **STEM,** Business & Industry, Arts & Humanities, Public Service, and Multidisciplinary Studies						
	English 1 (EOC) 1.0 English 2 (EOC) 1.0 English 3 1.0 An Advanced English course 1.0	Algebra 1(EOC) 1.0 Geometry 1.0 An Advanced Math course 1.0 An Addt'l Advanced Math course 1.0	Biology (EOC) 1.0 An Advanced Science course 1.0 An Addt'l Advanced Sci course 1.0 An Addt'l Advanced Sci course 1.0	World Geography 1.0 World History 1.0 US History (EOC) 1.0 US Government 0.5 Personal Financial Literacy 0.5	Language 2.0 (Lang. Other than English) Fine Arts 1.0 Phys. Ed. 1.0	Elective credits Electives to include: Speech*	
	English 4.0	Math 4.0	Science 4.0	Soc. Studies 3.0	Required 4.0	Electives 7.0	26.0
Distinguished Achievement	A student may earn a distinguished level of achievement by successfully completing: o Foundation Program requirements o 4 credits in Mathematics, which must include Algebra II o 4 credits in Science o At least one endorsement *DISTINGUISHED LEVEL ACHIEVEMENT MUST BE EARNED TO BE ADMITTED TO A TEXAS PUBLIC UNIVERSITY UNDER THE TOP 10% AUTOMATIC ADMISSION LAW.*						26.0

<u>Performance Acknowledgement</u>

12 college credits with at least a B average Associate's Degree while in high school
Outstanding performance in bilingualism and Bi-literacy
Score of 3 or above on an AP test or 4 or above on an IB exam
Outstanding performance on the PSAT, the ACT-Plan, the SAT or the ACT
Earning a nationally or internationally recognized business or industry certification or license.

ADDITIONAL GRADUATION REQUIREMENTS

CPR Certified

State law (TEC §28.0023) requires school districts and open-enrollment charter schools to provide instruction in cardiopulmonary resuscitation (CPR) to students in grades 7 through 12, and students must receive the instruction at least once before graduating from high school.

FAFSA/TASFA Completion

Beginning with students enrolled in Grade 12 during the 2021-2022 school year, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school. A student may graduate under the Foundation High School Program without completing a financial aid application if:

1. the student's parent or other person standing in parental relation submits a signed form, approved by the Texas Education Agency (TEA), indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;
2. the student signs and submits the form described by paragraph (1) of this subsection on the student's own behalf if the student is 18 years of age or older or has been emancipated under Texas Family Code, Chapter 31; or
3. a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor. If a school counselor notifies a school district that a student has declined to complete and submit a financial aid application for good cause, the school counselor may not indicate details regarding what constitutes good cause.

Financial Aid OPT OUT form- English
Financial Aid OPT OUT form- Spanish

LAW OFFICER INTERACTION

Senate Bill 30, also known as The Community Safety Education Act, was passed by the 85th Texas Legislature, Regular Session, 2017. The legislation added Section 28.012, regarding the instruction on interaction with law enforcement, to the Texas Education Code (TEC). The legislation requires the State Board of Education (SBOE) to adopt rules to include the instruction developed under TEC, §28.012, in one or more courses in the required curriculum for students in grades 9-12. This rule requires school districts and charter schools to provide instruction to students in grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters.

The instructional requirements for proper interaction with peace officers are specified in TAC §74.39. Requirements for Instruction on Proper Interaction with Peace Officers. The instruction must include all of the following information:

- the role of law enforcement and the duties and responsibilities of peace officers;
- a person's rights concerning interactions with peace officers;

- proper behavior for civilians and peace officers during interactions;
- laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and
- how and where to file a complaint against or a compliment on behalf of a peace officer.

DISTINGUISHED ACHIEVEMENT

Students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students shall specify in writing an endorsement the student intends to earn upon entering grade 9. Districts and charters are not required to offer all endorsements. A student must earn at least 26 credits to earn an endorsement.

Choices determine options:

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high- demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options. To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

Why it matters — Benefits:

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

What it means:

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages:

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

ENDORSEMENTS OFFERED AT TERRELL HIGH SCHOOL

Students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students shall specify in writing an endorsement the student intends to earn upon entering grade 9. Districts and charters are not required to offer all endorsements. A student must earn at least 26 credits to earn an endorsement.

***NEW*: Beginning with students who entered Grade 9 in 2022-2023 or later, students are required to also complete a TEA Approved CTE Program of Study to earn an endorsement in business and industry, public services, and science, technology, engineering, and mathematics (STEM). However, the multidisciplinary and arts & humanities endorsements would continue to be an option and provide flexibility for non-completer students.**

Students who entered high school *prior* to the 2022-2023 school year may earn an endorsement in public service, STEM, or business & industry by completing the requirements specified below:

PUBLIC SERVICE

Students who choose to pursue the Public Services endorsement may be interested in a variety of areas such as education or health science. There are a number of CTE courses that meet the requirements of the Public Services endorsement.

Endorsement Requirements: Complete the Foundation Program and general endorsement requirements **and…**
A coherent sequence of 4 courses in CTE (at least two courses in the same career cluster with at least one advanced CTE course. Advanced CTE course includes any course that is the third or higher course in a sequence).

S.T.E.M.

Students who choose to pursue the STEM endorsement may be interested in a variety of areas such as health sciences, engineering, design, automotive technology, and more. The coursework required in the STEM endorsement emphasizes advanced science and mathematics. There are a number of CTE courses that meet the requirements of the STEM endorsement.

Endorsement Requirements: Complete the Foundation Program and general endorsement requirements including Algebra II, Chemistry and Physics [or Principles of Technology] **and…**
Complete a coherent sequence of 4 courses in CTE (at least two from the same cluster including an Advanced CTE course). The final course must be selected from one of the STEM career clusters; **or**
Earn five (5) credits in Mathematics, where two require Algebra 2 as a pre-requisite **or**
Earn five (5) credits in Science by successfully completing Biology, Chemistry, Physics and two additional Science courses.

A combination of no more than two of the categories listed above

BUSINESS & INDUSTRY

Students who choose to pursue the Business and Industry endorsement may be interested in a variety of areas such as accounting, architecture, construction, audio/visual production, management, welding, marketing, sales and more. The coursework required in this endorsement allows for flexibility based on the student's area of interest. There are a number of CTE courses that meet the requirements of the Business and Industry endorsement.

Endorsement Requirements: Complete the Foundation Program and general endorsement requirements **and…**
A coherent sequence of 4 credits in CTE. At least two courses must come from in the same career cluster with at least one advanced CTE course. Advanced CTE course includes any course that is the third or higher course in a sequence. The final course must come from Career Clusters listed in the Rules.

ARTS & HUMANITIES

Students who choose to pursue the Arts & Humanities endorsement may be interested in a variety of areas such as political science, world languages, cultural studies, English literature, history and fine arts. The Arts & Humanities endorsement offers students many opportunities for coursework in areas of interest including: Sociology & Psychology, Government & Politics, and Performing or Visual Arts.

Endorsement Requirements: Complete the Foundation Program and general endorsement requirements **and…**
Four credits from one or two categories (art, dance, music, and theater) in fine arts **or**
A total of five (5) social studies credits **or**
Four (4) levels of the same language in a language other than English **or**
Two levels in each of two languages in Languages Other than English

MULTIDISCIPLINARY STUDIES

Students who choose to pursue the Multidisciplinary endorsement may be interested in more than one area of study. This endorsement allows a student to earn credits in a variety of advanced courses from multiple content areas. Students may select courses from the curriculum of each endorsement area. The purpose of this endorsement is to allow students to pursue a broad-based education which includes advanced classes and prepares students for postsecondary education and/or the workforce.

Endorsement Requirements:
Complete the Foundation Program and general endorsement requirements **and…**
a coherent sequence or series of courses selected from one of the following:

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence **or**
- Four credits **in each** of the four foundation subject areas to include English IV **and** Chemistry and/or Physics [or Principles of Technology] (4x4), **or**
- Four credits in advanced placement or dual credit selected from English, Mathematics, Science, Social Studies, Economics, languages other than English, or Fine Arts

Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any two or more of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3) • Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an Algebra II course or at least one advanced career and technical or technology applications course.

SPECIAL EDUCATION GRADUATION & ENDORSEMENT RULES

The 86th Legislative Session passed HB165 which allows a student that has completed the required courses and credits on the Foundation High School Program, including additional credits in math, science, electives, and the courses required for the endorsement with or without modifications* to the curriculum, to earn an endorsement.

(TEC 28.025 (c-7))

*When an ARD committee determines that modifications to the curriculum are required, the ARD committee must also ensure that the curriculum remains sufficiently rigorous, in order for the student to retain eligibility for an endorsement.

Additionally, HB165 states that the student's ARD committee shall determine whether the student is required to achieve satisfactory performance on any end-of-course assessment to earn an endorsement on the student's transcript. (TEC 28.025 (c-8))

COLLEGE PREPARATORY COURSES

College Preparatory Courses - Terrell ISD, in partnership with Texas College Bridge, will provide college preparatory courses in math and ELA. Students entering grade 12, whose college-entrance exams results (SAT, ACT exams), or higher ed. screening (TSI exam) indicate that they are not ready to perform entry-level college coursework will be placed in college preparatory or independent study courses to prepare them for post-secondary success. These courses are aligned with college readiness expectations and will serve to satisfy introductory math and ELA college requirements. Students who successfully complete the Texas College Bridge course may use the credit earned toward satisfying the advanced ELA or advanced Math requirement as applicable. College Preparatory courses are not considered a dual credit course; therefore, they do not receive a weighted GPA. These courses are graded on a Pass/Fail basis and do not qualify for NCAA athletics.

STATE ASSESSMENTS

In accordance with Senate Bill 1031, Texas public high school students must successfully complete five STAAR End-of-Course (EOC) assessments to graduate. These EOC exams are required for secondary-level courses in:

- Algebra
- Biology
- English 1 (reading and writing in one exam)
- English 2 (reading and writing in one exam)
- United States History

The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses. Satisfactory completion of EOC clusters is **required for graduation**. In some instances, performance on an AP, IB, ACT, SAT, PSAT, ACT-Plan, or TSI assessment can be used to satisfy an EOC requirement. For more information about EOC substitutions, please see TEA's Substitute Assessments Standards Chart.

NCAA ATHLETIC GUIDELINES

What is the NCAA Eligibility Center?

The NCAA Eligibility Center certifies whether prospective college athletes are eligible to play sports at NCAA Division I or II institutions. It does this by reviewing the student- athlete's academic record, SAT® or ACT scores, and amateur status to ensure conformity with NCAA rules.

What are NCAA Divisions I, II, and III?

The NCAA is the governing body of many intercollegiate sports. Each college regulated by the NCAA has established rules on eligibility, recruiting and financial aid and falls into one of the three membership divisions (Divisions I, II and III). Divisions are based on college size and the scope of their athletic programs and scholarships.

When should students register?

Prospective student-athletes who would like to participate in Division I and II athletics must register with the NCAA Eligibility Center and meet academic requirements while still in high school. It is recommended that students register with the NCAA Eligibility Center no later than the beginning of the sophomore year in high school. This should allow sufficient time to be sure students to ensure they are on track to graduate on time and meet the NCAA's required initial-eligibility standards. Although this is not a registration deadline, students must be cleared by the Eligibility Center before they receive athletic scholarships or compete at a Division I or II institution.

How do students register?

Students must register online at the NCAA Eligibility Center. They will have to enter personal information, answer questions about their course work and sports participation outside of high school and pay a registration fee.

What records does the Eligibility Center require?

Students should arrange to have you send their high school transcript as soon as they have completed at least six semesters of high school. The transcript must be mailed directly from their high school. They must also arrange to have their SAT or ACT test scores reported directly by the testing company to the Eligibility Center. Students can arrange this when they register for the tests. You are responsible for sending in students' final transcripts and proof of graduation at the end of their senior year.

How often can students update their athletics participation information?

Students can update the information on the athletics participation section online as often as they want (and should update it regularly), up until the time when they request a final certification of their status. At that point — usually three to four months before enrolling in college — students must finalize their information.

What are the NCAA academic eligibility requirements?

To play sports at an NCAA Division I or II institution, the student must:

- Complete a certain number of high school core courses (as defined by NCAA).
- Earn a certain minimum grade point average in these core courses.

- Earn a certain minimum score on the SAT or ACT.
- Graduate from high school.

It is important to note:

- Students must pass BOTH semesters of a required course
- ACT and/or SAT tests need to be completed the Junior year
- ACT-Plan and/or PSAT should be completed in the Freshman, Sophomore, or Junior year

What are core courses?

This is the name that the NCAA gives to high school courses that meet certain academic criteria specified by the association. Students must complete a certain number of core courses for NCAA Division I and II eligibility.

How are high school courses classified as core courses?

All participating high schools submit lists of the courses that they offer that meet NCAA core- course criteria. If approved, the courses are added to a database that the NCAA Eligibility Center maintains. You can check this database or view a list of approved core courses on the NCAA Eligibility Center High School Portal to see whether your student- athletes are enrolled in courses that will count toward NCAA eligibility.

Keep in mind

The best way for students to prepare for a future in college athletics is to complete the approved core courses and earn appropriate grades in them. Indeed, more students fail to qualify to play NCAA sports because of lack of appropriate course work than for low test scores.

For information about NCAA Eligibility Requirements and the NCAA sliding scale, please visit the NCAA Eligibility Center website at www.eligibilitycenter.org or www.2point3.org. For your convenience the basic requirements at last checking are provided below.

For verification and/or current requirements, please refer to https://professionals.collegeboard.org/guidance/prepare/athletes/ncaa or the NCAA Eligibility Center.

Division I Initial-Eligibility Requirements

Student-athletes will need to meet and maintain certain academic standards in order to practice, receive athletics scholarships, and/or compete during their first year.

Full Qualifier

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

- Complete 16 core courses.
    - 4 years of English.
    - 3 years of mathematics (Algebra I or higher).
    - 2 years of natural/physical science (1 year of lab if offered by high school).
    - 1 year of additional English, mathematics or natural/physical science.
    - 2 years of social studies.
    - 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school. These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale. (See NCAA website)
- Graduate high school

Academic Redshirt

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

- Complete 16 core courses.
    - 3 years of English.
    - 2 years of mathematics (Algebra I or higher).
    - 2 years of natural/physical science (1 year of lab if offered by high school).
    - 3 years of additional English, mathematics or natural/physical science. o 2 years of social science. o 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale. (See NCAA website)
- Graduate high school

Test Scores

- When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency.
- Test scores on transcripts will **not** be used in his or her academic certification.
- A combined SAT score is calculated by adding reading and math subscores.
- An ACT sum score is calculated by adding English, math, reading and science sub-scores.
- A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best sub-scores from each test are used for the academic certification process.
- If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the NCAA charts to understand the core-course GPA you need to meet NCAA Division I requirements.
- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on the NCAA website.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I & II core GPA required to receive athletics aid and practice on or after August 1, 2018, and the corresponding test-score requirements are listed on the Sliding Scale on the NCAA website.
- Remember, the core GPA is calculated using the best 16 NCAA core courses only.

Division II Initial-Eligibility Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Full Qualifier

- Complete 16 core courses.
    - 3 years of English. o 2 years of mathematics (Algebra I or higher).
    - 2 years of natural/physical science (1 year of lab if offered by high school).
    - 3 year of additional English, mathematics or natural/physical science.
    - 2 years of social studies.
    - 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale
- Graduate high school

Partial Qualifier

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

- Complete 16 core courses.
    - 3 years of English.
    - 2 years of mathematics (Algebra I or higher).
    - 2 years of natural/physical science (1 year of lab if offered by high school).
    - 3 years of additional English, mathematics or natural/physical science.
    - 2 years of social science.
    - 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale
- Graduate high school

Test Scores

- Division II uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on the NCAA website.
- A combined SAT score is calculated by adding reading and math subscores.
- An ACT sum score is calculated by adding English, math, reading and science sub- scores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I & II core GPA required to receive athletics aid and practice on or after August 1, 2018, and the corresponding test-score requirements are listed on the Sliding Scale on the NCAA website.
- Division I & II core GPA required to be eligible for competition on or after August 1, 2018, and corresponding test-score requirements are listed on the Sliding Scale on the NCAA website.
- Remember, the core GPA is calculated using the best 16 NCAA core courses only.

For more information, see the NCAA's Guide for the College-Bound Student-Athlete, in the Publications section of the NCAA website.

UIL ACTIVITIES & LOCAL ELIGIBILITY

Students must be passing all courses to be eligible to participate in UIL activities. The following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code. Students must obtain a grade at or above a 60 by the grade cut-off period to qualify for eligibility under this exemption.

- AP Art 3
- AP Art 4
- AP Calculus
- AP Computer Science A
- AP Computer Science Principles
- AP Human Geography
- AP World History
- Dual Credit Biol 1406
- Dual Credit Biol 1407
- Dual Credit Biol 1408
- Dual Credit Biol 1409
- Dual Credit Engl 1301
- Dual Credit Engl 1302
- Dual Credit Engl 2311
- Dual Credit Engl 2322
- Dual Credit Engl 2323
- Dual Credit Econ 2301
- Dual Credit Govt 2305
- Dual Credit Govt.2306
- Dual Credit Hist 1301
- Dual Credit Hist 1302
- Dual Credit Math 1314
- Dual Credit Math 1342
- Dual Credit Psyc 2301
- Dual Credit Psyc 1100
- Dual Credit Soci 1301
- Dual Credit MUSI 1306
- Dual Credit Art 1303
- Dual Credit SPH 1315
- Dual Credit EDUC 1300

GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation. Grade level classification will be assigned based upon the number of documented credits earned as of the start of the school year. The student will remain in that grade level for the entire school year. Classification of students does not change during the school year unless doing so would allow the student to become a graduating senior. Students transferring from another school will be classified upon entering THS at the grade level consistent with the THS classification schedule. Students must adhere to their grade level classification to participate in class activities for events. Students are expected to graduate with their freshman cohort in four years. Any alteration to that timeline must be approved by the campus administration.

Grade Placement	Credits Earned
Grade 9 (Freshman)	Less than 6 credits
Grade 10 (Sophomore)	6 or more credits
Grade 11 (Junior)	12 or more credits
Grade 12 (Senior)	18 or more credits

GRADE POINT AVERAGES & CLASS RANKING

All credits are based on numeric final grades of completed courses each semester. If a student fails one semester of a full year course and passes the other semester of the course, credit is earned if the two semesters average 70 or above.

Terrell High School has a fall semester and a spring semester. Each semester is divided into two nine weeks grading periods. Students may take eight courses each semester. Each one credit course is worth 0.5 credits each semester, except for multi-credit courses. Four (4) credits can be earned each semester. Eight (8) credits can be earned each standard school year. Credit is awarded at semester for courses passed unless credit is denied due to lack of attendance as determined by the THS Attendance Committee.

Exclusions

A student's Grade Point Average (GPA) is figured by adding grades and dividing by the number of classes. Certain courses do not count for GPA but count for graduation credit. For an exhaustive list of exclusions for calculation of class rank and GPA, refer to the student's freshman year academic handbook/course guide. [EIC Local]

The following courses do not count for GPA but do count for graduation credits.

1. Athletics
2. Cheerleading
3. Physical Education or equivalent
4. Band, Choir, Theater
5. Drill Team & Dance
6. PALS
7. Correspondence courses
8. Local credit courses
9. Courses prior to 9th grade year (example Algebra I in 8th grade)
10. Credit by examination (with or without prior instruction)
11. Summer School (does not refer to dual credit courses taken during the summer)
12. Night School
13. Credit Recovery
14. Courses for which only a pass/fail grade was issued.
15. Courses awarded in a non-accredited instructional setting

Beginning with the incoming freshman class of 2021-22, the following courses **do not count for GPA but do count for graduation credits.**

1. PALS
2. Correspondence Courses
3. Local Credit Courses
4. Courses prior to the 9th grade year (example: Algebra 1 in the 8th grade)--5. Credit by examination (with or without prior instruction)
6. Summer School (does not refer to dual credit courses taken in the summer)
7. Night School
8. Credit Recovery
9. Courses for which only a pass/fail grade was issued
10. Courses awarded in a non-accredited instructional setting

Beginning with the incoming freshman class of 2024-25, the following courses will be calculated in the GPA for students taking high school courses during their 8th grade year:

1. Algebra I
2. Health
3. Professional Communication
4. Engineering Essentials
5. Business Information Management
6. Principles of Applied Engineering
7. Digital Media

TRANSFER STUDENTS

Grades transferred from other districts shall be credited in conformity with the course descriptions approved for the District's established grading system. Students transferring from other school districts will have their grade point average (GPA) re-calculated based on the identification of level one and two courses as described in this course guide. If a student fails to accumulate enough credits to move to the next grade level, he/she will be ranked according to his/her appropriate grade classification as described in this course guide.

Transfer students shall complete all state and local graduation requirements to be eligible for a diploma. Students returning from homeschool, private school, charter school and/or a state school must present their educational records from a state-accredited institution for review to determine the status of the student. If an official transcript from an accredited institution cannot be provided by the student, the student will be required to take examinations for earning credit and grade placement. Units required that are not completed prior to enrolling may be satisfied by credit by examination and/or correspondence courses. Students are responsible for the fees for each semester of credit that is tested.

GRADE WEIGHTS

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following: (See EIC Local for more details)

Category	Weight
Advanced (Honors, AP and Dual Credit courses)	Multiplied by 1.10
Regular	Multiplied by 1.0
Modified Content	Multiplied by .95

*Note- the GPA weighting does not affect a student's grade in a class. The grade a student earns in the class will be reflected on the student's transcript. Their weighted GPA from the class will be reflected in their cumulative GPA.

Advanced	Regular	Modified
110	**100**	95
108.9	**99**	94.05
107.8	**98**	93.1
106.7	**97**	92.15
105.6	**96**	91.2
104.5	**95**	90.25
103.4	**94**	89.3
102.3	**93**	88.35
101.2	**92**	87.4
100.1	**91**	86.45
99	**90**	85.5
97.9	**89**	84.55
96.8	**88**	83.6
95.7	**87**	82.65
94.6	**86**	81.7
93.5	**85**	80.75
92.4	**84**	79.8
91.3	**83**	78.85
90.2	**82**	77.9
89.1	**81**	76.95
88	**80**	76
86.9	**79**	75.05
85.8	**78**	74.1
84.7	**77**	73.15
83.6	**76**	72.2
82.5	**75**	71.25
81.4	**74**	70.3
80.3	**73**	69.35
79.2	**72**	68.4
78.1	**71**	67.45
77	**70**	66.5

RANKING OF STUDENTS

The ranking of students shall include only courses taken in grades 9-12. Class rank shall be determined by weighted numerical semester averages.

Grade point average (GPA) will be calculated by taking the cumulative points earned in allowable courses from the beginning of the 9th grade to the current date and dividing by the cumulative number of allowable courses attempted each semester from the beginning of the 9th grade to the current date. The students will be ranked based on the highest to lowest grade point average (GPA). For purposes of graduation ceremonies, the final rankings for seniors will include all allowable grades through the 3rd nine-weeks of the senior year (or Junior year for early graduates) for the student's official and final transcript shall be computed by averaging all nine-week grading periods.

Exclusions*:* Students who do not meet the minimum requirements for high school graduation set forth by the state of Texas shall not be included in the calculation of class rank for a graduating class. Grades from non-accredited nonpublic schools, including home schools, shall not be used in determining rank in class, GPA, or academic average.

Transfers*:* Grades transferred from other districts shall be credited in conformity with the course descriptions approved for the District's established grading system.

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the district's class ranking procedure described in this policy **and** who have completed the HB5 Foundation High School Plan Distinguished Level of Achievement.

The student with the highest grade point average of allowable courses shall be granted the honor of valedictorian, and the student with the second highest average of allowable courses shall receive the salutatorian honor.

In the event of a tie in weighted grade point averages (GPAs), the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1) Compute the weighted GPA to a sufficient number of decimal places until the tie is broken;

2) Compare the number of weighted courses taken by each student involved in the tie.

To be eligible for valedictorian and salutatorian honors, the student must have been continuously enrolled in Terrell High School for two full years immediately preceding graduation. If enrolled at any alternative education setting (home school, Phoenix program, etc.) or are enrolled in other school district(s) during the four semesters prior to graduation, the student will **not** be eligible for valedictorian and salutatorian honors.

In addition, early graduate students (those students graduating in less than four years) shall not be eligible for the honor of valedictorian and salutatorian.

HONOR GRADUATES

All graduates who complete requirements for the HB5 Foundation High School Plan Distinguished Level of Achievement **and** have an overall weighted average of at least 90 shall be recognized as Honor Graduates. Early graduate students may be recognized as honor graduates.

CONDUCT

To be eligible for valedictorian and salutatorian honors, a student must not have engaged in any serious misconduct resulting in removal to any alternative education program, expulsion, or homeschool during the four semesters immediately preceding graduation.

EARLY GRADUATION

If a student plans to complete the coursework **prior to** the student's normal 4-year graduation plan, the student must meet the following guidelines:

1. An application for early graduation must be approved and signed by the student, parent(s)/legal guardian, counselor and the principal. The student's personal graduation plan will be modified. TISD APPLICATION FOR EARLY GRADUATION
2. The student must have completed enough credits to be classified as a junior and have attended two years of high school.
3. The student's transcript will be examined to see if the student can complete all graduation requirements. The student must meet the graduation requirements in place for the other students graduating the same year.
4. Students must attain senior classification status in order to participate in senior activities (senior section of yearbook, senior panoramic picture, senior pep rally, etc.).
5. Early graduates who complete their coursework at the end of first semester shall not be eligible for participation in school activities and/or organizations except commencement exercises.
6. Diplomas shall not be awarded to early graduates before spring commencement. However, transcripts shall be issued to reflect early graduation.

Texas Education Code §28.053 established the Texas First Program to allow public high school students who demonstrate early readiness for college to graduate early from high school who demonstrate early readiness for college to graduate early from high school. The purpose is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas. This program is coordinated by the Texas Higher Education Coordinating Board and works in conjunction with the Texas First Scholarship Program established under Texas Education Code. As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at any Texas public institution of higher education, including colleges, universities, and technical colleges.

To be eligible you must have: • Texas residency • FAFSA completion • At least 22 high school credits and a final GPA equivalent to 3.0 or higher • Earned overall score in at least the 80th percentile on ACT, SAT, PSAT/NMSQT, TSIA/TSIA2, or GED *or* a GPA in the top 10% of the student's current class (as of semester

prior to verification) • STAAR-ECO exam completion in English I or II, Algebra I, and Biology • Additional academic requirements, including college readiness test scores, and demonstration of mastery in various subjects. The Texas Higher Education Coordinating Board website includes a detailed list of eligibility requirements and rules as does 19 Texas Administrative Code Ch.21, Rule §21.52.

If you graduate two or more semesters before your class, you'll receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, upon admission to any Texas public institution of higher education, including colleges, universities, and technical colleges. You may also be eligible for additional financial aid at most of these institutions! The Texas First Diploma does not guarantee automatic admission for students. Ask your counselor if your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law. Also, a student who graduates early through the Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025. The school district must provide each student who earns a Program diploma with a designation of distinguished level of achievement on the student's diploma.

You can apply to any college or university you choose; however, the scholarship will apply only at the Texas public institution of higher education where you have been admitted. Use it or lose it! The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school. **NOTE**: Before September 1, 2023, the Texas First Scholarship was only applicable at 10 Texas public universities. However, effective September 1, 2023, the number of institutions of higher education eligible to award the Texas First Scholarship to eligible Texas First Diploma graduates expanded from 10 universities to all Texas public institutions of higher education, including colleges, universities, and technical colleges (Senate Bill 2294, 88th Texas Legislature, Regular Session). Please see your high school counselor for information regarding eligibility requirements to graduate early under the Texas First Program and receive a scholarship up to one year upon admission to any eligible Texas public institution of higher education, per Texas Education Code, Section 61.003

COMMENCEMENT REQUIREMENTS

Students may participate in Senior graduation commencement exercises when they have:

1. Earned the required state requirements as determined by the TISD Board of Trustees
2. Paid all fees and fines due Terrell High School and/or Terrell Independent School District.
3. Cleared attendance requirements as determined by the THS Attendance Committee and campus principal.

TOP TEN PERCENT

Students must complete the coursework required under the HB5 Distinguished Achievement program to be eligible for Top 10% automatic admissions. [See Graduation Requirements]. A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, and the applicant earned the distinguished level of achievement under the Foundation High School Program.

* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT Austin shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. The UT Austin automatic admission policy may be located online at https://admissions.utexas.edu/apply/decisions

Each fall, the University of Texas notifies Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted. The latest percentages reported are as follows:

- Summer/Fall 2021 and Spring 2022 applicants: Top 6%
- Summer/Fall 2022 and Spring 2023 applicants: Top 6%
- Summer/Fall 2023 and Spring 2024 applicants: Top 6%
- Summer/Fall 2024 and Spring 2025 applicants: Top 6%

ATTENDANCE FOR CREDIT

Except as provided below, a student shall not be given credit for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student's right to excused absences to observe religious holy days or other exceptions as noted in Board Policy FEB Legal.

A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit **if** the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class. However, a student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit without the consent of the judge presiding over the student's case.

An attendance committee may give class credit to a student because of extenuating circumstances. The Board shall establish guidelines for determining what constitutes extenuating circumstances.

CREDIT BY EXAM

In accordance with House Bill 2694 (May 2013) and using guideline established by the State Board of Education the following credit by examination guidelines shall be applied:

- TISD will provide examinations to thoroughly test comprehension of the information presented in specific subject areas.
- Credit by examinations from the University of Texas at Austin, credit by examinations from Texas Tech University, subject area advanced placement examinations developed by the College Board and examinations offered through the College Level Examination Program will be honored as suitable examinations.
    - EOC ASSESSED COURSES -- Due to changes in credit by examination policies (TAC 74.24), STAAR End-of-Course (EOC) assessed courses must now be externally validated by the testing vendor to meet more rigorous requirements.
    - Students successfully completing the externally validated credit by examination in an approved EOC assessed course will not be required to take the end-of-course exam for that subject IF the credit by examination is taken **prior to** the year in which the course would have been taken in school (in accordance with the local course sequence).
- If the student fails to achieve the designated score on an applicable examination for a subject **BEFORE the beginning of the school year in which the student would ordinarily be required to enroll in a course in that subject** (in accordance with local course sequence), the student must satisfactorily complete the course in school to receive credit for the course and must take applicable end-of-course examinations.
- Secondary students will be given credit if the student earns a score of 80% or above on an approved exam or the student scores a 3 or higher on an applicable College Board Advanced Placement test, or a scaled score of 60 or higher on the CLEP test.
- If a student is awarded credit by exam, the district will list the exam score on the student's transcript.
- Districts must administer credit by examinations four times a year, unless the exam is administered by an entity other than a district (College Board or CLEP). In those cases, College Board and CLEP will establish testing dates and registration dates. It is the responsibility of the student to pre-register for all examinations.
- A student may not attempt the credit by the exam more than twice in the same subject.
- The test result will be the grade recorded for the course and will not be used in calculating GPA.
- Credit by examinations from Texas Tech and the University of Texas at Austin require the student to pre-register **45 days PRIOR** to the scheduled examination date.
- Examination dates are as follows:
    - May 15, 2024
    - August 20, 2024
    - December 16, 2024
    - May 6, 2025
- The district will **not** honor a request by a parent to administer a test on a date other than the published dates.

DISTANCE LEARNING & CORRESPONDENCE COURSES

Approved high school correspondence and distance learning courses are another means of earning high school credit. Courses are designed around the required course curriculum outlined and approved by the Texas Education Agency through the Texas Virtual School Network (TxVSN).

Enrollment in courses through TxVSN shall **not** be subject to limitations the district imposes for other distance learning courses. The district may deny a request to enroll in an electronic course if the course load is inconsistent with the student's high school graduation plan, requirements for college admissions/industry certification, or the district offers a substantially similar course.

Only two (2) credits can be earned by approved correspondence or distance learning. Personal motivation, self- discipline, and maturity are crucial for correspondence work. **Prior written approval** by your counselor must be obtained in order to receive credit through correspondence or distance learning. Graduating seniors must complete a correspondence or distance learning course prior to May 1 if the coursework is required for graduation.

Letter grade calculation will be converted as follows: A=95, B=85, C=75, (+) or (-) will add or subtract four (4) points from the grade. Correspondence courses will not count toward your GPA but they do count toward graduation credits. See your counselor for a list of courses from accredited universities.

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Texas Commissioner of Education.
2. Students may earn course credit through distance learning/electronic technologies offered through TISD, or through technologies such as Texas Virtual School Network (TxVSN) or On Ramp. These may be offered via satellite, Internet, two- way video-conferencing, online courses, blended learning formats, and/or instructional television.
3. Any distance learning and correspondence course must include the state- required essential knowledge and skills for such a course.

Students are responsible for the costs of distance learning, electronic courses and/ or correspondence courses.

LANGUAGE PROFICIENCY TESTING

Each high school student is responsible for earning two credits in a language other than English. Terrell High School offers courses in both Spanish and Computer Science to fulfill this graduation requirement. Terrell ISD also recognizes that many students in the Terrell community speak a language other than English at home. Thus, Terrell ISD offers the AVANT STAMP 4S test to all interested students who demonstrate mastery of a second language. Scores on this test can be used to take the place of the required language credits and allow bilingual students the opportunity to bypass language courses. (TAC §74.12)

Credits and Scoring

- Avant uses two forms of assessment: the STAMP and WorldSpeak. Scores are reported on a scale of 1-9 and 1-8 respectively. These scores align to the proficiency standards developed by ACTFL standards and specified in the TEKS.
- Students may test a maximum of 2 times in the same language.
- When scores are received, the campus will receive and distribute the score letter for the student and parent and post the credit to the transcript.

Score Conversion Scale

Scale Score:	Credits:
1-2	No credit awarded
3-4	2.0 credits (LOTE level I&II) awarded with a grade of P for each semester
5	3.0 credits (LOTE level I-III) awarded with a grade of P for each semester
6-9	4.0 credits (LOTE level I-IV) awarded with a grade of P for each semester

SUMMER SCHOOL & CREDIT RECOVERY

Summer school may be offered for remedial purposes. A student must contact his/her counselor to be certain that the correct course and correct failed semester is repeated. Summer school grades cannot be averaged with regular school grades. Summer school grades will be recorded with regular school grades to determine the granting of earned credits. Summer school grades will be NOT calculated in GPA average. Opportunities to regain credit(s) are also available through Terrell High School via computerized programs. See your counselor for more details.

COLLEGE AND CAREER READINESS

Terrell ISD believes that the purpose of schooling is to equip students to become whatever they dream of being. In this light, TISD seeks to prepare all students for life after graduation. Whether students are interested in going into a college, career, or the military, Terrell ISD offers something for all future pathways.

College Readiness

Terrell High School offers several opportunities for students to prepare for and connect with colleges and universities.

Online Platform

- An online platform is provided for students grade 9-12 to apply to colleges, compare the cost of schools, take college and career interest surveys, and report the results of their FAFSA. Terrell High School students in grades 9-12 will be coached on how to access the system and utilize the various components in hopes that students are able to identify the college or career of their future.

Advanced Placement (AP) Courses

- AP courses are advanced academic courses whose curriculum is set at a college level. These courses receive weighted GPA points due to their difficulty. At the conclusion of the class, students will take an AP exam, which can be used at universities across the country for college credit. Students should be sure to check how their future college or university applies the credit to their transcript. Students can learn more about AP courses at College Board and the Advanced Placement section of this guide.

Dual-Credit Courses

- Terrell High School offers dual credit courses through a partnership with TVCC free of charge to our students. These courses award both high school and college credit. Similar to AP courses, they are awarded weighted GPA points due to their difficulty. Students taking dual credit courses can check how future Texas colleges and universities will accept their credits by researching the Texas Common Course Numbering System. Students should note that some dual credit courses are held at TVCC's Terrell branch and require students to board a bus during the school day. Students can learn more about TISD's procedures around dual credit by reading the Dual Credit Handbook and the Dual Credit Section of this guide.

10th Grade- PSAT

- All 10th graders in Terrell High School will take the practice SAT (PSAT) free of charge during the school day. By taking the exam in the 10th grade, students become more familiar with the formatting and question style of the SAT college-readiness exam. This early exposure has been linked to increased scores on subsequent PSAT and SAT exams.

11th Grade- PSAT and SAT

- All 11th grade students in Terrell High School will take the PSAT in October of their junior year and the SAT in the spring of their junior year free of charge during the school day. The fall PSAT both helps students prepare for the spring SAT and enters students in the National Merit Scholarship program. 11th grade students will also take the SAT in March of their junior year during the school day for free as part of the SAT School Day program.

- All Students- TSI
- The Texas Success Initiative (TSI) is open to all seniors who have not met college-ready scores through either the ACT or SAT free of charge. The TSI is commonly used as an admission requirement for community colleges and trade schools. Students can find more information on the test at College For All Texans. Sign ups for this exam will be coordinated by the counseling office.

Texas College Bridge

With Texas College Bridge, high school juniors and seniors can take online college preparatory courses, strengthening their English and math skills prior to enrolling in college and setting them on a path to postsecondary success. Texas College Bridge courses are personalized, self-paced and teacher facilitated—allowing students to focus on skills they need and skip those they have already mastered, with teacher support along the way. Any Senior who has not yet met CCMR standards, will be enrolled in the Texas College Bridge courses as applicable.

Career Readiness

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Dual Credit Courses

- As noted above, THS offers multiple dual credit courses free of charge. Many of these courses can be found in career and technology areas. THS offers dual credit health science, welding, business law, engineering, and automotive classes that students can transfer into future schools and note on future job applications. Students can learn more about TISD's procedures around dual credit by reading the Dual Credit Handbook and the Dual Credit Section of this guide.

Industry-Based Certifications (IBC)

- Terrell High School offers students in all upper-level career and technical courses the opportunity to take an Industry-Based Certification exam free of charge. These exams are taken during the school day and will serve as a certificate to acknowledge the student's skill set in the job area. Please see below for a list of certification options provided by THS. Students can learn more about certifications at the TEA Career and Technical Education webpage.
    - Feedyard Technician in Cattle Care (*Agriculture*)
    - Elanco Veterinary Medical Apps (Animal Science)
    - Photoshop Premiere (Graphic Design)
    - Adobe Photoshop (Digital Communication)
    - Adobe Premiere (Digital Communication)
    - Entrepreneurship & SMall Business (Entrepreneurship)
    - Facebook Digital Marketing Associate (Business Management)
    - Social Media Marketing (Marketing)
    - API Welding Certificate (*Welding*)
    - ASE Suspension Steering *(Automotive*)
    - ASE Brake (*Automotive*)
    - ASE Engine Repair (*Automotive*)
    - Certified EKG Technician (*Health Science*)
    - Certified Clinical Medical Assistant (*Health Science*)
    - Certified Personal Trainer (Exercise Science)
    - Educational Aide (Education)
    - Solidworks Associate (Engineering)
    - NIMS Level 1 Measurement (*Engineering*)
    - Additional IBCs may be offered as needed to satisfy the Program of Study selected.

DUAL CREDIT (COLLEGE) COURSES

Students at Terrell High School may earn college credit *and* high school credit simultaneously through dual enrollment. For **qualifying** students enrolled in the Terrell High School dual credit program the district will pay tuition and fees for courses taken as part of the Terrell High School dual credit program. The district will also provide transportation to and from Trinity Valley Community College during the Fall/Spring semester. In addition, the district will provide, free of charge to students, textbooks for coursework. Students are responsible for supplying their own supplies (paper, pens, etc.) that are required for the course(s). Each student must have prior consent from his/her high school counselor **before** enrolling in a course for dual/concurrent credit. Please contact your school counselor for additional information and reference the Dual Credit Handbook.

Students must meet any requirements and regulations that the colleges may have in place. Beginning the 2014-2015 school year, program specific Dual Credit courses will count toward GPA and toward graduation credits.

The school offers three academic dual credit pathways: 1) Traditional dual credit, 2) Core Complete dual credit, and 3) Associates Degree dual credit. In addition, TISD offers dual credit courses in career & technical education. These options are described below:

Trinity Valley Community College	ASSOCIATE OF ARTS DEGREE 60 hours	CORE COMPLETE 42 hours plus 9 hours electives = 51 total hours	TRADITIONAL 24 hours
Freshman Year	BCIS 1305*		
	ENGL 2311 *◆ or EDUC 1300		
	ARTS 1301* or MUSI 1306		
	ARTS 1303*◆		
Sophomore Year	SOCI 1301*◆	ARTS 1301*	
	PSYC 2301*◆	ARTS 1303*	
	SPCH 1315*	SPCH 1315*	
	GOVT 2306*	GOVT 2306*	
		PSYC 1100*	
Junior Year	ENGL 1301	ENGL 1301	ENGL 1301
	ENGL 1302	ENGL 1302	ENGL 1302
	HIST 1301	HIST 1301	HIST 1301
	HIST 1302	HIST 1302	HIST 1302
	BIOL 1406* or BIOL 1408*	BIOL 1407* or BIOL 1409*	
Senior Year	ENGL 2322	ENGL 2322	GOVT 2306* (State Govt)

	ENGL 2323 ◊	ENGL 2323 ◊	SPCH 1315*
	GOVT 2305* (US Govt)	GOVT 2305* (US Govt)	GOVT 2305 (US Govt)
	ECON 2301*	ECON 2301*	ECON 2301
	MATH 1314	MATH 1314	
	MATH 1342 ◊	MATH 1342 ◊	
Special Notes:	*Courses taught online and/or on THS campus	◇Not required for college core; but required for high school credit and therefore, is required as part of the THS dual credit program ◆Elective credits	*Math 1314 & 1342 may be substituted in place of Govt.2306/Spch1315 for qualifying students.

HIGH SCHOOL COURSE EQUIVALENT

Dual credit course descriptions and the high school course equivalents are provided below:

Course Number	College Course	College Credit(s)	HS Equivalent Course Credit	High School Credit
EDUC 1300 or English 1300	Learning Frameworks	3	Ind Study in Speech #03241200	.5
MATH 1314	College Algebra	3	Ind. Study in Mathematics #03102500	.5
MATH 1342	Statistics	3	Ind. Study in Mathematics #03102500	.5
HIST 1301	US History to 1877	3	US History (1st Sem.) #03340100	.5
HIST 1302	US History 1877 to Present	3	US History (2nd Sem.) #03340100	.5
GOVT 2306	Texas Government & ConsItuIon	3	Special Topics in Social Studies #03380002	.5
BCIS 1305	Business Computer Applications	3	Business Information Management I or II #13011400/500	.5
ENGL 1301	English Composition 1	3	English III (1st Sem.) #03220300	.5

ENGL 1302	English Composition 2	3	English III (2nd Sem) #03220300	.5
GOVT 2305	US Government & Constitution	3	US Government #03330100	.5
ECON 2301	Principles of Macroeconomics	3	Personal Financial Literacy #03310300	.5
ARTS 1301	Art Appreciation	3	Art 1, Art Appreciation (1st semester) #03500110	.5
ARTS 1303	Art History I	3	Art 1, Art Appreciation (2nd semester) #03500110	.5
PSYC 2301	General Psychology	3	Psychology #03350100	.5
SOCI 1301	IntroductIon to Sociology	3	Sociology #03370100	.5
BIOL 1406	Biology I (Science majors)	4	Scientific Research and Design (1st sem.) #13037200	.5
BIOL 1407	Biology II (Science majors)	4	Scientific Research and Design (2nd sem.) #13037200	.5
BIOL 1408	Biology I (non-science majors)	4	Scientific Research and Design (1nd Sem.) #13037200	.5
BIOL 1409	Biology II (non-science majors)	4	Scientific Research and Design (2nd sem.) #13037200	.5
ENGL 2322	Survey of British Literature I	3	English IV (1st Sem) #03220400	.5
ENGL 2323	Survey of British Literature II	3	English IV (2nd Sem) #03220400	.5
SPCH 1315	Public Speaking	3	Public Speaking 1 #03240900	.5
BUSI 2301	Business Law	3	Business Law (1st Sem) #13011700	.5

DRAM 1310	Theater Appreciation	3	Theater 1, Theater and Media Communications (1st Sem #03251300)	.5
DRAM 2366	Film Appreciation	3	Theater 1, Theater and Media Communications (2nd Sem #03251300)	.5
RBTC 2239	Robot Programming and Diagnostics	3	Engineering Design and Presentation (1st Sem 13036500)	.5
RBTC 1243	Vision Systems	3	Engineering Design and Presentation (2nd Sem 13036500)	.5
ELPT 1311	Basic Electrical Theory	3	Practicum of Manufacturing (1st Sem # 13033000)	.5
ELPT 1341	Motor Control	3	Practicum of Manufacturing (2nd Sem #13033000)	.5

Dual Credit Career & Technical

The Dual Credit Career & Technical program is a cooperative between TISD and Trinity Valley Community College designed to give students an opportunity to earn credits toward an Associates of Applied Science Degree or certificate in a chosen technical field. Participating students may earn college and high school credit in selected Career and Technical classes concurrently and receive a grade report from both TISD and TVCC.

It is important to understand that these credits may not transfer into traditional, academic four-year degree programs. Students must meet all established requirements for enrollment at TVCC. Students may be asked to declare a technical major on the application; however, students may change to another technical degree field or to a traditional area during the course of their college years.

SELECTION CRITERIA FOR DUAL CREDIT COURSES

Dual credit students must satisfy the entrance requirement of the college or university from which the course is offered. In addition, students participating in the Terrell High School dual credit program must have good attendance and good behavior as determined by the campus principal and a core academic average of 80.

Texas Success Initiative Assessment (TSI)
The Texas Success Initiative, or TSI, is a program legislated by the State of Texas to improve the success of students in college. The postsecondary TSI/TSIA2 Assessment tests students in the areas of math, reading and writing. Based on performance, a student may either be enrolled in a college-level course that matches skill level or be placed in the appropriate developmental course or intervention to improve skills and prepare for success in college-level courses. The TSI will be offered by Terrell High School at the THS campus on specific dates each year. Please contact your counselor with questions concerning the TSI and testing dates.

As of January 11, 2021, the original Texas Success Initiative Assessment (TSI or TSIA) is no longer used to measure college readiness in the state of Texas. The new TSIA2 has replaced it. The content tested on the TSIA2 is largely the same as that tested on the old TSI Assessment. The skills have just been slightly reorganized and only a few new ones have been added. The test administration process has been altered and the test now takes less time.

TSI Exemptions/Substitutions
Not all students need to take the TSI Assessment. There are several ways to be exempt. Qualifying for a TSI Assessment exemption means that you can enroll in any entry-level college course without restrictions. A student is exempt from TSI requirements in all areas only if the student meets one of the test conditions identified in the section below.

Students may not combine scores from different administrations of the same test. TSI exemptions can also be earned based on successful completion of college prep courses for the institution that the district partnered with to provide the course.

TSIA scores and exemptions are valid five years from the date an assessment was taken documenting benchmarks were met.

TSI ASSESSMENT (TSIA/TSIA2) College Readiness Standards

		To qualify for Math Courses	To Qualify for English Courses	
Academic Courses	Assessments	Mathematics	ELA Reading Skills	Writing
	TSIA *Prior to 1/11/2021*	350	351	340 on the multiple choice and a 4 on the essay
	TSIA 2.0 *After 1/11/2021*	950 **OR** A score below a 950 with a diagnostic level of 6	<u>English Language Arts</u> 945 and a score of 5 on the essay **OR** A score below 945 and diagnostic level of 5 or 6 with an essay score of at least 5	

*Scores may not be more than five years old.

A student may be exempt from the requirement to take approved TSI assessments if the student satisfies one of the following alternative assessment criteria:

"TSI Complete" Alternatives	
ACT	English: Composite of 23, minimum of 19 *Scores cannot be older than three years.
	Mathematics: Composite of 23, minimum of 19 *Scores cannot be older than three years.
SAT After March 5, 2016	Evidence-Based Reading & Writing: Minimum of 480 *Scores cannot be older than three years.
	Mathematics: Minimum of 530 *Scores cannot be older than three years.

ADVANCED PLACEMENT PROGRAM

The Terrell High School AP program provides students an opportunity to pursue college level studies while still in high school. The AP Program will challenge students, reward their achievement, assist with the transition to college, and ease the financial burden of college. Students are expected to take AP exams after completing AP course work. Terrell ISD pays for all costs associated with students taking the AP exams. Students requesting to not take the exam after it has been ordered may be responsible for paying for the return fees.

Weighted points are awarded toward the student's GPA for successfully completing all course work.

Examples of AP courses which *may* be provided by Terrell High School include:

AP Human Geography
AP World History
AP Spanish
AP Art
AP Computer Science A
AP Computer Science Principles

Unless recommended by the principal, a student may exit an advanced course during the first six weeks or at the end of the first semester **only**.

It is generally recommended that students in advanced courses exhibit the following characteristics:

- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communications skills
- Self-discipline to plan, organize, and carry through tasks to completion
- Interest and self-directedness in the Pre-AP/AP course
- Read on or above grade level

Advanced courses may require a substantial amount of work outside of class for successful completion of the courses. Students should carefully evaluate the time commitments and priorities of extracurricular and community activities as they consider the number of advanced courses for their schedules.

Students are required to:

- Attend tutorials as needed
- Complete and submit all assignments (homework, projects, reports) on the due dates
- Turn in make-up work promptly following any absence
- Do his/her own work on all assignments, projects, or exams

STATE SCHOLARSHIPS & GRANTS

The Texas Legislature established the TEXAS Grant to make sure that well-prepared high school graduates with financial need can go to college. In addition to being in financial need, students must be a Texas resident, enroll in college at least three-quarter time and not have been convicted of a felony or crime involving a controlled substance.

Students apply by completing the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). Funding is limited so applications are encouraged to submit as soon as possible after the allowable date. The financial aid office at each college and university will determine your eligibility. Contact your college financial aid office for additional information on eligibility or availability of funds. Grant availability is contingent upon legislative action and can be changed or eliminated at any time without advance notice to Texas high schools.

Additional information about the TEXAS Grant may be found at: http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458

PSAT TEST

The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given to the 10th and 11th graders on nationally specific dates in October of each year. The PSAT portion of this test can be of assistance to students when planning for college. The NMSQT portion is the only way 11th graders can compete for National Merit Scholarships or for scholarships given by many companies and associations.

COLLEGE ENTRANCE EXAMS

The SAT and ACT college entrance exams are administered on nationally specified dates during the year. Most four-year colleges/universities require an entrance score prior to admitting a student. Two year colleges recommend, but do not require, the ACT/SAT exam. These tests are usually taken during the junior year and should be taken no later than the fall of the senior year. Each college specifies which test it requires. You may obtain this information by either referring to the section on admission requirements in specific college general catalogs, by referring to the official college/university website, or by contacting the admission office of that college. Registration deadlines are approximately four weeks to the actual test date. Registration materials for these tests are available in the counseling office.

In order for your scores to be placed as a part of your permanent record, you must place our assigned CEEB or school code on all registration materials. Please make note of Terrell High School's **code 446-950**. This code is also needed on college admissions forms.

LANGUAGE ARTS

CREATIVE WRITING
Grade Placement: 11-12
Prerequisite – English 2 Advanced considered, English 3 or may be taken concurrently
Credit: 1
In this course, extensive effort is made to encourage the student in the free expression of his/her own ideas. Experimentation with various literary forms—the essay, the short story, and the poem, the one-act play—should lead the student to find the form best suited to his/her own needs for expression. The student should be motivated by a sincere desire to express personal creativity.

PRACTICAL WRITING SKILLS
Grade Placement: 9-12
Prerequisite – English
Credit: 1
This course in practical writing skills will provide the student with activities which will demonstrate the practical aspects of grammar, rhetoric, and composition skills obtained from previous courses of English. There will be a focus on remediation of writing skills. Students unable to master the writing portion of the EOC test will be scheduled into the Practical Writing Skills course in addition to their regularly scheduled English class. Technology will be integrated into the instructional program as appropriate for each campus, and instruction will be individualized to target specific areas of deficiency. Throughout the course, students will become more proficient in those basic skills needed for the school environment as well as the business world.

ENGLISH I
Grade Placement: 9
Prerequisite:
None
Credit: 1

ENGLISH I is an integrated program emphasizing writing and language skills, and reading and literature skills. Emphasis is placed on vocabulary, mechanics, usage, poetry, short story, the novel, and the drama both in written and oral presentation. Emphasis is on composition, the development and expansion of expository paragraphs and themes. Genre and themes are based on the Texas Essential Knowledge and Skills objectives.

ADVANCED ENGLISH I
Grade Placement: 9
Prerequisite: See Selection Criteria Credit: 1

ADVANCED ENGLISH I students cover the same TEKS as those enrolled in English I. The curriculum incorporates some additional materials, but primarily employs higher level thinking skills and problem solving strategies to the English I curriculum. Students develop reading and writing strategies to prepare them for advanced coursework. Projects form an integral part of the course. Summer reading may be required.

ENGLISH I
(Modified Content/ARD)
Grade Placement: 9
Prerequisite: ARD Placement
Credit: 1

ENGLISH I (Modified/ARD) is for ARD placement students and covers the same TEKS as those enrolled in English I. However, content may be modified to accommodate a student's individual educational plan and state testing accommodations.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 1 & 2)
Grade Placement: 9
Prerequisite – LPAC recommendation
Credit: 1
This course is for students in grade 9 whose primary language is a language other than English and have a language level of beginner or intermediate. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. ESOL students will read extensively in multiple genres from classic and contemporary literature and informational text to learn and interpret literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis. Parent permission required.

ENGLISH II
Grade Placement: 10
Prerequisite: English I
Credit: 1

ENGLISH II is an integrated program emphasizing writing and language skills, and reading and literature skills. Emphasis is placed on vocabulary, mechanics, usage, poetry, short story, the novel, and the drama both in written and oral presentation. Emphasis is on composition, the development and expansion of expository paragraphs and themes. Students are also introduced to basic research techniques through the assignment of a limited topic research paper. Genre and themes are based on the Texas Essential Knowledge and Skills objectives.

ADVANCED ENGLISH II
Grade Placement: 9-10
Prerequisite: English I
Credit: 1

ADVANCED ENGLISH II covers the same TEKS as those enrolled in English II. The curriculum incorporates some additional materials, but primarily employs higher level thinking skills and problem solving strategies to the English II curriculum. Students sharpen their awareness of language and their understanding of the writing craft. Projects and writings form an integral part of the course. Extensive writing, reading and independent research projects prepare students for the skills necessary for success in the advanced coursework. Summer reading may be required.

ENGLISH II
(Modified Content/ARD)

Grade Placement: 10
Prerequisite: ARD Placement
Credit: 1

ENGLISH II (Modified/ARD) is for ARD placement students and covers the same TEKS as those enrolled in English II. However, content may be modified to accommodate a student's individual educational plan and state assessment accommodations.

ENGLISH III

Grade Placement: 11
Prerequisite: English II
Credit: 1

ENGLISH III is the study of American literature by genre and by theme based on the Texas Essential Knowledge and Skills objectives. The course includes representative writers and social thought with an emphasis on writing and language skills and reading and literature skills. In addition, students will review and practice skills tested on the TSI, SAT, and ACT.

ENGLISH III
(Modified Content /ARD)

Grade Placement: 10-11
Prerequisite: English II, ARD Placement
Credit: I

ENGLISH III (Modified/ARD) is for ARD placement students and covers the same TEKS as those enrolled in English III. However, content may be modified to accommodate a student's individual educational plan and state testing accommodation.

DUAL CREDIT ENGLISH III

ENGLISH COMPOSITION I ENGL 1301

Grade Placement: 11
Prerequisite: English 1, 2 and TVCC college admissions
Credit: 0.5
English III, 1st Sem.

COMPOSITION & RHETORIC (ENGL 1301) is a study of grammar and composition through analysis of sentence structure, paragraph organization, and theme development. Course includes analysis of written discourse with emphasis on the writing of class themes. Individual conferences and required library work

ENGLISH COMPOSITION II ENGL 1302

Grade Placement: 11
Prerequisite: English 1, 2, ENGL 1301 and TVCC college admissions
Credit: 0.5
English III, 2nd Sem.

COMP. RHETORIC & READING (ENGL 1302) is a continuation of ENGL 1301. Emphasis is on critical reading, competent writing, vocabulary building, and use of libraries. Course includes assigned literary study, library readings, research essays, and themes.

ENGLISH IV
Grade Placement: 12
Prerequisite: English III
Credit: 1

ENGLISH IV is the study of British literature by genre based on the Texas Essential Knowledge and Skills objectives. Emphasis is placed on the development of critical thinking skills as applied to the study of various literary works and critical writing. Students who have not completed a CCMR requirement prior to entering the English IV class will be required to complete the Texas College Bridge curriculum as part of their English IV curriculum.

ENGLISH IV
(Modified Content /ARD)
Grade Placement: 12 Prerequisite: English III Credit: 1

ENGLISH IV - ARD for ARD placement students covers the same TEKS as those enrolled in English IV. However, content may be modified to accommodate a student's individual educational plan.

COLLEGE PREPARATORY ENGLISH
Grade Placement: 12
Credit: 0.5 – 1.0

COLLEGE-PREPARATORY ENGLISH prepares students for college English and is designed to provide the skills necessary to be successful on college entrance examinations such as the TSI. Upon successful completion of the course, a student can enter college ready for freshman level English in college. **NOTE**- This course is embedded within the English IV classroom and is run through Texas College Bridge for credit. Only students lacking a CCMR indicator in English Language Arts will be placed in the class.

Dual Credit – English IV

SURVEY OF BRITISH LITERATURE I ENGL 2322
Grade Placement: 12
Prerequisite: ENGL 1301 & 1302
Credit: 0.5 English IV 1st Sem.

SURVEY OF BRITISH LITERATURE (ENGL 2322**)** is a study of the masterworks of British literature from the Middle Ages through the Restoration and the 18th Century with selections from but not limited to Malory, Marlowe, Chaucer, and Shakespeare. A fully documented research paper is required as part of this course work. Prerequisite: ENGL 1302.

SURVEY OF WORLD LIT. II ENGL 2323
Grade Placement: 12
Prerequisite: ENGL 2322

Credit: 0.5 English IV 2nd Sem.

SURVEY OF WORLD LITERATURE (ENGL 2323) is a study of the masterworks of world literature from the earliest literature and the Greek era through the Renaissance. Authors studied include but are not limited to Homer, the Greek playwrights, Plato, Vergil, and Ovid. A fully documented research paper is required as part of the coursework.

Reading I, II, & III
Grade Placement
Prerequisite: Placement by ARD or 504
Credit: 1

Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding.

MATHEMATICS

ADVANCED QUANTITATIVE REASONING (AQR)
Grade Placement: 12
Pre-Req: Geometry and Algebra II
Credit: 1

ADVANCED QUANTITATIVE REASONING develops and applies skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

ALGEBRA I
Grade Placement: 8-9
Prerequisite: None
Credit: 1
(Repeaters #2105)

ALGEBRA I includes work with functional relationships and problem solving in real situations, including, but not limited to, such skills as table building, coordinate graphing, algebraic analysis, equation writing, equation solving, operations with polynomials, factoring and computation. Students have opportunities to develop logical reasoning by making and justifying generalizations based on experience with fundamental algebraic concepts. Preparation for the state end-of-course examination is included.

ALGEBRA I
(Modified /ARD)
Grade Placement 9
Prerequisite: ARD placement
Credit: 1

ALGEBRA I (Modified/ARD) is for ARD placement students and covers the same TEKS as those enrolled in Algebra I. However, content may be modified to accommodate a student's individual educational plan.

GEOMETRY
Grade Placement: 9-10
Prerequisite: Algebra I
Credit: 1

GEOMETRY connects students to the world outside of school through a variety of applications and settings. Students have opportunities to explore basic geometric figures and concepts, properties of angles, perpendicular and parallel lines and planes, congruent triangles, proofs, etc. Students develop deductive, inductive, creative and critical thinking skills within a framework, which includes plane and solid geometry and studies of other types of geometry.

GEOMETRY
(Modified /ARD)
Grade Placement 10
Prerequisite: ARD placement
Credit: 1

GEOMETRY-ARD is for ARD placement students and addresses the same TEKS as those enrolled in Geometry. However, content may be modified to accommodate a student's individual education plan and state testing accommodation.

ADVANCED GEOMETRY
Grade Placement: 9-10
Prerequisite: Algebra I
Credit: 1

ADVANCED GEOMETRY students cover the same TEKS as students enrolled in a geometry course. The curriculum provides a more in depth study of geometry concepts through higher thinking processes. Students develop strategies to prepare them for future dual credit and/or Advanced Placement (AP) courses.

ALGEBRAIC REASONING
Grade Placement:9-10
Prerequisite: Algebra I
Credit: 1.0

ALGEBRAIC REASONING will build on the knowledge and skills for mathematics and the development of mathematical reasoning related to algebraic understandings. Students will broaden their knowledge of algebraic methods, patterns, structures, functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponentials, absolute value, and logarithmic functions.

ALGEBRA II
Grade Placement: 10-12
Prerequisite: Algebra I, Geometry
Credit: 1

ALGEBRA II is an advanced math course that continues to build upon Algebra I with extensive work in linear, quadratic, polynomial, rational, exponential and logarithmic functions. This course prepares students for advanced math and for college algebra. Senior students that have not completed a CCMR requirement prior to entering the Algebra 2 class will be required to complete the Texas College Bridge curriculum as part of their Algebra 2 curriculum.

ALGEBRA II
(Modified /ARD)
Grade Placement: 12
Prerequisite: ARD placement
Credit: 1

ALGEBRA II (Modified/ARD) is for ARD placement students and covers the same TEKS as those enrolled in ALGEBRA II. However, content may be modified to accommodate a student's individual education plan and state testing accommodation.

ADVANCED ALGEBRA II

Grade Placement: 10-11
Prerequisite: Algebra I, Geometry
Credit: 1

ADVANCED ALGEBRA II students cover the same TEKS as students enrolled in an Algebra II course. The curriculum provides a more in- depth study of algebra concepts through higher thinking processes. Students develop strategies to prepare them for future dual credit and/or Advanced Placement (AP) courses.

MATHEMATICAL MODELS WITH APPLICATIONS
Grade Placement 10-11
Prerequisite Algebra 1 and must be taken before receiving credit for Algebra II
Credit 1

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

PRE-CALCULUS
Grade Placement: 11-12
Prerequisite: Algebra I, Geometry, and Algebra II
Credit: 1

PRE-CALCULUS is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. This course deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. The course provides a detailed study of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions.

ADVANCED PRE-CALCULUS
Grade Placement: 11-12
Prerequisite: Algebra II, See Selection Criteria
Credit: 1

ADVANCED PRE-CALCULUS is an advanced course designed for students wishing to prepare for college-level mathematics courses. The course provides a detailed study of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Also studied are conic sections, vectors, parametric equations, and sequences and series. This course will prepare students for college-level courses.

COLLEGE-PREPARATORY MATHEMATICS
Grade Placement:
Prerequisite:
Credit: 1.0

COLLEGE-PREPARATORY MATH prepares students for college Math and is designed to provide the skills necessary to be successful on college entrance examinations such as the TSI. Upon successful completion of

the course, a student can enter college ready for freshman level Math in college. **NOTE**- This course is embedded within the senior courses of Algebra 2 and Pre-Calculus and is run through Texas College Bridge for credit. Only students lacking a CCMR indicator in Mathematics will be placed in the class.

CALCULUS
Grade Placement: 12
Prerequisite: Pre-Calculus
Credit: 1

CALCULUS is a rigorous College Board- defined course. The course includes a study of limits, differentiation, integration and applications. Students are expected to have a firm understanding of all functions and their graphs from prior courses, as well as a firm understanding of algebraic, geometric, and trigonometric skills. Students will be required to take the Advanced Placement test.

Dual Credit - Mathematics

COLLEGE ALGEBRA MATH 1314
Indep.Study in Mathematics 1st Sem
Grade Placement: 11-12
Prerequisite: Alg I, Geometry, Alg II, and college admissions
Credit: 0.5

COLLEGE ALGEBRA (MATH 1314) Topics covered normally include quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations, progressions, sequences and series, and matrices and determinants.

INTRODUCTION TO STATISTICS MATH 1342
Indep.Study in Mathematics 2nd Sem Grade Placement: 11-12
Prerequisite: Alg I, Geometry, Alg II, College Algebra
Credit: 0.5

INTRODUCTION TO STATISTICS is an elementary course in statistics, designed to meet the needs of business, education, and behavioral science students. This course includes collection, analysis, and interpretation of data, and an introduction to probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals, and hypothesis testing.

SCIENCE

BIOLOGY
Grade Placement: 9
Prerequisite: None
Credit: 1

BIOLOGY I is the study of living things. It provides the student with opportunities for acquiring basic skills, techniques and knowledge necessary to help understand today's biological issues. Areas of emphasis include microbiology, ecology, cell structure, molecular biology, genetics and a general survey of organisms from bacteria to plants and animals.

ADVANCED BIOLOGY
Grade Placement: 9
Prerequisite: None
Credit: 1

ADVANCED BIOLOGY covers the same topics as Biology but with more depth to prepare students for AP Biology or a college level Biology course. Higher level thinking skills and problem solving strategies will be used not only with course topics but with tests, labs, projects, and other assignments. Develops skills that will prepare students for the rigorous labs in an AP/college science course.

ADVANCED ANIMAL SCIENCE
Grade Placement: 11-12
Prerequisite: Biology and Chemistry or IPC and Algebra I and Geometry and Small Animal Management, Equine Science or Livestock Production
Credit: 1

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. Topics include: reproduction, breeding, genetics, heredity, animal disease and parasites, animal growth. This course contains the CTE Agriculture Program of Study.

INTEGRATED PHYSICS AND CHEMISTRY (IPC)
Grade Placement: 10
Prerequisite: Algebra I
Credit: 1

IPC integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students use mathematical formulas to calculate work, momentum, acceleration, density, and speed. Students use the Periodic Table as a tool to predict patterns in chemical bonding and balance simple chemical equations.

CHEMISTRY
Grade Placement 10-11
Prerequisite: High School Science & Algebra I
Credit: 1

CHEMISTRY students will investigate how chemistry is an integral part of our daily lives. By studying a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; the periodic table of elements; behavior of gasses; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions

ADVANCED CHEMISTRY

Grade Placement: 10-12
Prerequisite: High School Science & Algebra I
Credit: 1

ADVANCED CHEMISTRY covers the same topics as Chemistry but with more depth to prepare students for a college level Chemistry course. ADVANCED CHEMISTRY is the study of matter, changes it undergoes, the energy relationships involved in those changes and the identification and naming of compounds. Students will carry out written communications of data in appropriate form, measure and plot data, and experience in applying terms based on observations. This course is designed to prepare the student for upper level science courses and sciences at the college level.

PHYSICS

Grade Placement: 11-12
Prerequisite: Algebra I or Concurrent Algebra I
Credit: 1

PHYSICS is the study of matter and energy and their relationships. Physics includes topics such as laws of motion, changes within physical systems, conservation of energy, thermodynamics, characteristics and behavior of waves, and quantum physics.

ADVANCED PHYSICS

Grade Placement: 11-12
Prerequisite: Algebra I or Concurrent Algebra I
Credit: 1

ADVANCED PHYSICS is the study of matter and energy and their relationships. ADVANCED PHYSICS prepares students for a college level physics course. It includes topics such as laws of motion, changes within physical systems, conservation of energy, thermodynamics, characteristics and behavior of waves, and quantum physics.

ANATOMY & PHYSIOLOGY

Grade Placement 11- 12
Prerequisite: Biology & 2nd Science
Credit 1

ANATOMY & PHYSIOLOGY is a college preparatory and a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Students study a variety of topics, including the structure and function of the human body ,the different body systems such as the nervous system, endocrine system, skeletal system etc., and the interaction of body systems for maintaining homeostasis. This course is essential for several CTE Programs of Study.

FORENSIC SCIENCE

Grade Placement: 12
Prerequisite: Biology & Chemistry or IPC or Physics (1 of the 3)
Credit: 1 CTE/Science credit

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. Students will learn the history, legal aspects, and career options for forensic science. This course is essential for several CTE Programs of Study.

ASTRONOMY

Grade Placement:11- 12
Prerequisite: IPC or Chemistry & Algebra 1
Credit: 1

ASTRONOMY is a lab based course where students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills

Dual Credit - Science

COLLEGE BIOLOGY 1406

Grade Placement:11- 12
Prerequisite: Biology & Chemistry, MATH 1314 or concurrent enrollment
Credit: 0.5- 4th year science credit

COLLEGE BIOLOGY 1406 is an introductory college-level biology course for science majors. 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. A laboratory component is included that gives practical experience to material covered in class. This course includes a lab

COLLEGE BIOLOGY 1407

Grade Placement:11- 12
Prerequisite: Biology & Chemistry, MATH 1314 or concurrent enrollment
Credit: 0.5- 4th year science credit

COLLEGE BIOLOGY 1407 is an introductory college-level biology course for science majors. 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 course includes a lab

COLLEGE BIOLOGY 1408

Grade Placement:11- 12
Prerequisite: Biology & Chemistry
Credit: 0.5- 4th year science credit

COLLEGE BIOLOGY 1408 is an introductory college-level biology course for non-science majors. Major topics include the process of science, the characteristics of life, the molecular and cellular basis of life, genetics, evolution, immune processes, reproduction, and development. This course includes a lab.

COLLEGE BIOLOGY 1409

Grade Placement: 11-12
Prerequisite: Biology & Chemistry
Credit: 0.5- 4th year science credit

COLLEGE BIOLOGY 1409 is an introductory college-level biology course for non-science majors. Major topics include the process of science, the characteristics of life, the molecular and cellular basis of life, genetics, evolution, immune processes, reproduction, and development. This course includes a lab.

SOCIAL STUDIES

WORLD GEOGRAPHY
Grade Placement: 9
Prerequisite: None
Credit: 1

WORLD GEOGRAPHY students examine the world through the study of location, place, human-environment interaction, region and movement. Students develop an understanding of location, allocation of resources, global competition, and cultural awareness.

AP WORLD/HUMAN GEOGRAPHY
Grade Placement: 9
Prerequisite: None
Credit: 1

AP HUMAN GEOGRAPHY is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. This course prepares the student to take the Advanced Placement examination and may be used to fulfill the World Geography Studies requirements. Summer reading may be required. Students enrolled in this course will be required to take the Advanced Placement test.

WORLD HISTORY
Grade Placement: 10
Prerequisite: None
Credit: 1

WORLD HISTORY includes a survey of the history and development of various cultures and civilizations. The student will understand traditional history points of reference in world history and how the present relates to the past through the study of people and their reaction to the social, economic, religious, political, and geographical aspects of their world. Students are encouraged to compare and contrast various civilizations and periods in view of these major themes.

AP WORLD HISTORY
Grade Placement: 10
Prerequisite: None
Credit:1

AP WORLD HISTORY: MODERN is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.Summer reading may be required. Students enrolled in this course will be required to take the Advanced Placement test.

UNITED STATES HISTORY
Grade Placement: 11
Prerequisite: None

Credit: 1

UNITED STATES HISTORY presents the historical development of the United States to help students comprehend its social, cultural, and political institutions. Students gain an understanding of traditional historical points of reference in U.S. history from 1877 to present

UNITED STATES GOVERNMENT
Grade Placement: 12
Prerequisite: None
Credit: 0.5

UNITED STATES GOVERNMENT is a one-semester course that focuses on the principles and beliefs upon which the United States was founded and on the structure, functions and powers of governments at the national, state and local level.

PERSONAL FINANCIAL LITERACY ECONOMICS
Grade Placement: 12
Prerequisite: None
Credit: 0.5

PERSONAL FINANCIAL LITERACY ECONOMICS- is a one-semester course 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.

AFRICAN AMERICAN STUDIES
Grade Placement: 12
Prerequisite: None
Credit: 0.5

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

MEXICAN AMERICAN STUDIES
Grade Placement: 12
Prerequisite: None
Credit: 0.5

Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

Dual Credit - Social Studies

UNITED STATES HISTORY TO 1877 (HIST 1301)

Grade Placement: 11
Prerequisite: TVCC admission
Credit: 0.5 US History 1st Sem.

UNITED STATES HISTORY TO 1877 (HIST 1301) is a survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America through Reconstruction.

UNITED STATES HISTORY, 1877 TO PRESENT (HIST 1302)
Grade Placement: 11
Prerequisite: TVCC admission
Credit: 0.5 US History 2nd Sem

UNITED STATES HISTORY, 1877 TO PRESENT (HIST 1302) is a survey of the political, social, economic, military, cultural, and intellectual history of the United States from Reconstruction to the present.

UNITED STATES GOVERNMENT (GOVT 2305)
Grade Placement: 12
Prerequisite: TVCC admission
Credit: 0.5 US Gov.

UNITED STATES GOVERNMENT (GOVT 2305) is a study of the United States federal and constitutional systems; executive, judicial, and legislative powers and institutions; the United States Constitution, foreign and military policies, economic and financial development, formation and organization; political parties and ideologies; federal and interstate relations; close study of various current problems.

PRINCIPLES OF MACROECONOMICS (ECON 2301)
Grade Placement: 12
Prerequisite: TVCC admission
Credit: 0.5 Economics

PRINCIPLES OF MACROECONOMICS (ECON 2301) is an introduction to the U.S. economy's organization and operation. Emphasis is placed on national income determination, monetary and fiscal policies, money and banking, business cycles, and economic growth.

TEXAS GOV. & CONSTITUTION (GOVT 2306)
Grade Placement: 10
Prerequisite: TVCC admission
Credit: 0.5 Sp. Topics SS

TEXAS GOVERNMENT & CONSTITUTION (GOVT 2306) is a functional study of the individual as a citizen, person, and voter. Attention to the legislative functions, administrative organization, and the judicial system in state government with an emphasis on Texas. Explores the Texas Constitution and the position of state government in our federal system.

GENERAL PSYCHOLOGY (PSYC 2301)
Grade Placement: 11-12
Prerequisite: TVCC admission
Credit: 0.5 Psychology

GENERAL PSYCHOLOGY (PSYC 2301) covers the fundamental principles of behavior. Motivation, the emotions, the senses and perception, learning and remembering, and personality. Group behavior in terms of social relationships

INTRODUCTION TO SOCIOLOGY (SOCI 1301)
Grade Placement: 11-12 Prerequisite: TVCC admission
Credit: 0.5 Sociology

INTRODUCTION TO SOCIOLOGY (SOCI1301) is a study of social behavior and social structures, emphasizing the importance of a knowledge and appreciation of the multi- cultural and multiethnic dimensions

FINE ARTS

The philosophy of fine arts education in the Terrell Independent School District is to provide a sequential, developmental fine arts curriculum that allows each student an opportunity to build skills and understanding through a wide variety of quality artistic experiences.

Fine arts have intrinsic value in the education of the whole child. The district has a responsibility to provide instruction that will nurture this intelligence to its fullest potential. The study of fine arts as discrete disciplines can and should provide an avenue for unique creative and artistic self-expression. Fine arts have value as a vehicle for understanding the history, society, culture, and creative expressions of a wide variety of peoples. Participation in the arts fosters interpersonal skills, self-reliance, responsibility and teamwork and has been shown to have a positive effect on learning in other disciplines.

While public performance and exhibition are natural outgrowths of this artistic instruction, it is not an end unto itself. The fine arts education provided to students in the Terrell Independent School District is balanced so that the artistic growth of each child is the ultimate goal and public demonstration is an expression of this growth.

CHOIR

MIXED CHOIR I-IV

Grade Placement: 9-12
Prerequisite: None
Credit: 1

MIXED's CHOIR I-IV is designed to expose students to different aspects of the music experience. There will be singing styles, performance and production phases explored. Possible use of Research papers, mandatory performances as well as theater/music attendance and reviews will be required. There will be additional compulsory practices after school (AM or PM). All performances and practices will be mandatory attendance. Performance is required for credit. This ensemble could attend UIL competitions.

VARSITY CHOIR I-IV
Course

Grade Placement: 9-12
Prerequisite: Director Approval/Auditions
Credit: 1

VARSITY CHOIR I-IV is an audition-based choir with UIL competition and concert performance objectives. There will be additional compulsory practices before and/or after school. All performances and practices are mandatory. Performance is required for credit.

DRILL TEAM

TIGERETTES I-IV (DRILL TEAM)

Grade Placement: 9-12
Prerequisite: Director Approval/Auditions
Credit: 1

TIGERETTES I-IV (DRILL TEAM/DANCE) Members of the drill team learn precision dance techniques, terminology, and performing skills. The drill team will perform at various activities during the school year. Fall semester = PE credit, Spring semester = fine art credit.

Tigerettes are accepted through an audition process. Students will be informed of try-out times and practices. Students are expected to be enrolled in athletics both semesters to participate.

DANCE

DANCE PERFORMANCE ENSEMBLE I-IV

Grade Placement: 9-12
Prerequisite: None
Credit: 1.0

DANCE PERFORMANCE ENSEMBLE I-IV is an intense interdisciplinary program that combines performance elements such as dance, music, costume, and theatrical design with competitive performance opportunities for small dance ensembles, that will also provide leadership and personal development components that focus on core elements essential for personal, professional, college and career readiness success.

DANCE PRODUCTION I-IV

Grade Placement: 9-12
Prerequisite: Competitive Try-out
Credit: 1.0

Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. 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.

WORLD DANCE I
Grade Placement: 9-12
Prerequisite: Dance 3 (FMS) or Dance 1 (THS)
Credit: 1.0

This class explores dance from a global perspective. Dance is explored as a cultural aesthetic and expression. The course includes studying social dance, ballet, Latin jazz, and Afro-jazz. Dances from all of the continents of the world are explored and practiced through choreography and online research. Projects integrate technology to reach past the boundaries of the classroom.

INSTRUMENTAL MUSIC/ COLOR GUARD

FALL MARCHING BAND I-IV/ COLOR GUARD

Grade Placement: 9-12
Prerequisite: Director Approval/Auditions
Credit: 0.5

FALL MARCHING BAND I-IV is a performing organization that utilizes a combination of precision marching and musical interpretation. This organization performs at athletic events, U.I.L. competitions and selected contests. Performance is mandated for credit. Summer band is required for all students. All students are members of the marching band in the fall semester and audition for band placement in the spring. Fall marching band qualifies for P.E. waiver (i.e. may satisfy ½ credit of PE requirements). Performance is required for credit. Students participating in marching band in the TISD must obtain a UIL physical and complete appropriate paperwork prior to participation in practice and games. Band members are required to attend all practices. Any questions concerning participation should be addressed with the band director or Director of Fine Arts. Students are expected to enroll in both semesters of band. Admittance to this class requires band director approval.

CONCERT BAND I-IV/ WINTER GUARD

Grade Placement: 9-12
Prerequisite: Director Approval/Auditions Fine Art
Credit: 0.5

SPRING CONCERT BAND I-IV is for students who have experience on an instrument/equipment and wish to develop or improve their basic skills in performance and knowledge of music/dance fundamentals. The band/winter guard performs at concerts, contests, parades, civil events and competitions. Performance is mandated for credit. All students are members of the marching band in the fall semester and audition for band placement in the spring. Performance is required for credit.

ART

ART I
Grade Placement: 9-12
Prerequisite: None
Credit: 1

ART I presents a concentration on the basic elements of art and principles of design. A comprehensive foundation in drawing and painting in different media, sculpture, vocabulary, and art history is provided. Students exhibit their work throughout the year. Students may be required to purchase supplies needed to do basic art functions.

ART II DRAWING

Grade Placement: 10-12
Prerequisite: Art 1
Credit: 1

ART II DRAWING will build on previous art concepts and skill and provide an in-depth study of the elements of art and principles of design. Students will study cultural influences in the history of man through his art. Students gain the insight necessary to critically evaluate various art forms. Students may be required to purchase supplies needed to do basic art functions.

ART III/IV

Grade Placement: 11-12
Prerequisite: Art 2
Credit: 1

ART III/ IV students develop and expand visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities.

THEATER ARTS

THEATER ARTS I

Grade Placement: 9-12
Prerequisite: None
Credit: 1

THEATER ARTS I incorporates four basic strands: perception, creative expression/ performance, historical and cultural heritage, and critical evaluation – provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Research, writing, and critical thinking skills are used in the study of various literary works, critical analysis, reading enhancement, and essays.

THEATER ARTS II-IV

Grade Placement: 9-12
Prerequisite: Theater 1
Credit: 1

THEATER ARTS II is an advancement of Theater Arts 1. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, build positive self- concepts, and relate interpersonally. Research, writing, and critical thinking skills are used in the study of various literary works, critical analysis, reading enhancement, and essays.

THEATER PRODUCTION I-IV

Grade Placement: 9-12
Prerequisite: Director Approval/Auditions
Credit: 1

THEATER PRODUCTIONS is a fine arts course exploring the principles of production through practical hands-on experiences in acting, stagecraft, creative movement, improvisation, directing and technical theatre. The course is specifically designed for U.I.L. One-Act Play competition and requires outside rehearsal and performance time. Requirements include after school and evening rehearsals and performances and attendance at productions. Performance is required for credit.

TECHNICAL THEATER I-IV

Grade Placement: 10-12
Prerequisite: Theater 1; Director Approval/Auditions
Credit: 1

TECHNICAL THEATER is the study and application of all forms for theater production. Staffing, lighting, sound, props, and theater design are discussed. Students will help with all events at the Performing Arts Center. Requires after school rehearsals and TISD performances. Enrollment approved by the instructor.

HEALTH & PHYSICAL EDUCATION

Students may substitute certain physical activities for the required units of Physical Education. Such a substitute shall be based on the physical activity involved in: Drill Team, Marching Band and Cheerleading during the fall semester (Limited to only one credit). State credits shall be awarded for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus upon approval by district administration.

FOUNDATIONS OF PERSONAL FITNESS (MALES)

Grade Placement: 9-12
Prerequisite: None
Credit: 1.0

LIFETIME FITNESS AND WELLNESS PURSUITS is designed to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness

LIFETIME FITNESS AND WELLNESS PURSUITS (FEMALES)

Grade Placement: 9-12
Credit: 1.0

LIFETIME FITNESS AND WELLNESS PURSUITS is designed to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness

PARTNER P.E.

Grade Placement: 9-12
Credit: 0.5 – 1.0
Prerequisite: Enrollment in Special Education Life Skills

PARTNER P.E. Year One is based on the foundations of personal fitness and is designed to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness.

PARTNER ATHLETICS I-IV

Grade Placement: 9-12
Prerequisite: ARD
Credit 1.0

Track and Field events for improvement in physical and mental health. Students will compete in events with the assistance of student peers, teachers and parents.

CHEERLEADING - VARSITY

CHEERLEADING – JV VARSITY

Grade Placement: 9-12
Prerequisite: Try-out/Selection
Credit: 1.0

CHEERLEADING - This course gives students instruction in precision skill development for cheerleading. The course is designed to expand student experience in competitive cheerleading and fitness. Cheerleaders will perform at various activities during the school year and participation is a requirement.

Cheerleading is filled on a try-out basis. Students will be informed of try-out times and practices. Students are expected to enroll in athletics for both semesters to participate.

ATHLETICS I-IV Students participating in athletics in the TISD must obtain a physical and complete appropriate paperwork prior to participation in practice and games. Athletes are required to attend before or after school practices and may be required to attend practice sessions prior to the beginning of school in the fall. Saturday practice sessions may also be required. Many athletic programs require prior approval by the coach. Any questions concerning participation should be addressed to that coach or the athletic director. Students can earn 4.0 credits in athletics to count toward physical education requirements and elective credits.

ATHLETICS I-IV
Grade Placement: 9-12
Prerequisite: Director Approval & Physical Credit: 0.5 – 1.0

Course Numbers:

5209 - Football 1
5210 - Football 2
5211 - Football 3
5212 - Football 4

5309 - Volleyball 1
5310 - Volleyball 2
5311 - Volleyball 3
5312 - Volleyball 4

5409 - Soccer 1 - Boys
5410 - Soccer 2 - Boys
5411 - Soccer 3 - Boys
5412 - Soccer 4 - Boys

5419 - Soccer 1 - Girls
5420 - Soccer 2 - Girls
5430 - Soccer 3 - Girls
5440 - Soccer 4 - Girls

5509 - Basketball 1 - Boys
5510 - Basketball 2 - Boys
5511 - Basketball 3 - Boys
5512 - Basketball 4 - Boys

5519 - Basketball 1 - Girls
5520 - Basketball 2 - Girls
5530 - Basketball 3 - Girls
5540 - Basketball 4 - Girls

PEIMS: PE Substitution Athletics
Year 1 PES00000
Year 2 PES00001
Year 3 PES00002
Year 4 PES00003

5609 - Baseball 1
5610 - Baseball 2
5611 - Baseball 3
5612 - Baseball 4

5619 - Softball 1
5620 - Softball 2
5630 - Softball 3
5640 - Softball 4

5709 - Golf 1
5710 - Golf 2
5711 - Golf 3
5712 - Golf 4

5809 - Tennis 1
5810 - Tennis 2
5811 - Tennis 3
5812 - Tennis 4

LANGUAGES OTHER THAN ENGLISH

SPANISH I

Grade Placement: 9-12
Prerequisite: None
Credit: 1

SPANISH I is the beginning in the study of the Spanish- language. Spanish 1 emphasizes establishing a basic vocabulary of practical, everyday words and expressions. Oral and written drills aid students in acquiring fluidity of speech and correct pronunciation. Students are presented with opportunities to learn cultural customs and practices.

SPANISH II

Grade Placement: 10-12
Prerequisite: Spanish I
Credit: 1

SPANISH II is a reinforcement and expansion of the four skills: listening, speaking, reading and writing. Spanish 2 emphasizes grammar refinement and vocabulary extension. Spanish culture will be studied from many different aspects. Excerpts from Spanish literature and short stories will be read and analyzed.

SPANISH III

Prerequisite: Spanish II or language proficiency exam
Credit: 1

The SPANISH 3 course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

SPANISH IV

Prerequisite- Spanish III or language proficiency exam
Credit: 1

SPANISH IV students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges

SPANISH FOR NATIVE SPEAKERS I
Grade Placement: 09-12
Prerequisite: None
Credit: 1

SPANISH FOR NATIVE SPEAKERS II
Grade Placement: 09-12

Prerequisite: Spanish I
Credit: 1

COMPUTER SCIENCE I, II or III
Grade Placement: 09-12
Prerequisite: Algebra I
Credit: 1

COMPUTER SCIENCE I, II, III engages students in a variety of technology applications through the study of technology-related terms, concepts and data-input strategies. Problem-solving, programming, policy, etiquette and information acquisition are key components. Computer Science I and II will satisfy the state requirement for Languages Other than English.

AP COMPUTER SCIENCE PRINCIPLES

Grade Placement: 10-12
Prerequisite: Computer Science I
Credits: 1

AP COMPUTER SCIENCE PRINCIPLES is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AP COMPUTER SCIENCE A

Grade Placement: 11-12
Prerequisite: AP Computer Science Principles
Credits: 1

AP COMPUTER SCIENCE A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

OTHER ELECTIVES

SPORTS MEDICINE I

Grade Placement: 10-11
Prerequisites: Principles of Health Science (recommended) Credit: 1

SPORTS MEDICINE I provides students an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, and other considerations.

SPORTS MEDICINE II

Grade Placement: 11-12
Prerequisites: Sports Medicine I, teacher approval
Credit: 1

SPORTS MEDICINE II provides students an opportunity for continuation of study and advance application of the components of sports medicine. Enrollment in Sports Medicine II requires teacher approval and commitment to before school/after school and weekend events.

SPORTS MEDICINE III

Grade Placement: 12
Prerequisites: Sports Medicine II, teacher approval
Credit: 1

SPORTS MEDICINE III provides students an opportunity for continuation of study and advance application of the components of sports medicine. Enrollment in Sports Medicine III requires teacher approval and commitment to before school/after school and weekend events.

PROFESSIONAL COMMUNICATIONS

Grade Placement: 9
Prerequisite: None
Credit: 0.5

PROFESSIONAL COMMUNICATIONS blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. TISD substitutes for Professional Speech requirements include: Dual Credit Speech course, Robotics, Principle of Agriculture.

ADVANCED JOURNALISM: YEARBOOK

Grade Placement: 10-12
Prerequisite: Teacher Approval

ADVANCED JOURNALISM: YEARBOOK has a focus on organizing and completing production of the THS Yearbook. Students apply journalistic skills through desktop publishing, layout and design, photography, and ad sales. Advanced computer skills, peer cooperation, and attention to detail are assets. Writing, technology, visual and electronic media are used as tools for learning.
Note: This is **not** an advanced course for weighted credit purposes.

DEBATE

Grade Placement: 10-12
Prerequisite: Teacher Approval

The DEBATE course encourages students to develop skills in argumentation, become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.Students will analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect. Students in the Debate course will be expected to compete in various competitions throughout the year. All practices and competitions are required unless otherwise stated by the instructor.

SPEECH 1315

Grade Placement: 11
Prerequisite: None
Credit: 0.5

PUBLIC SPEAKING I (SPCH 1342) is an introductory course in research, composition, organization, delivery, and analysis of informative, persuasive, and entertainment speeches. Emphasis is placed on developing students' speaking abilities, adapting to various speaking situations and audiences, and addressing the ethical implications of communication.

FAMILY AND COMMUNITY SERVICES
Grade Placement: 10–12
Prerequisite: None.
Credit: 1

FAMILY AND COMMUNITY SERVICE is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service learning experiences. School campuses are an integral part of a community, and as such, provide a basis for engaging in such activities. Students are provided opportunities to interact with and provide services to individuals, families, and the community through their services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

COMMUNITY TRANSPORTATION

Placement: ARD Committee
Credit: 0.5

The purpose of this course is to introduce knowledge and skills to empower students to research and access public transportation options in their respective communities. Areas to be addressed include pedestrian and rider safety, navigating public transportation systems, use of technology, and general social skills, including self- advocacy, self-assertiveness, and transportation etiquette.

MAKING CONNECTIONS I

Placement: ARD Committee
Credit: 0.5

The *Making Connections* course sequence serves students who have an autism spectrum disorder or a related disorder which causes them to have difficulty with social skills.
This course assists the students in developing an understanding of autism and other related disorders

MAKING CONNECTIONS II

Placement: ARD Committee
Credit: 0.5

The *Making Connections* course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases the student's postsecondary outcomes.

MAKING CONNECTIONS III

Placement: ARD Committee
Credit: 0.5

The *Making Connections* course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases the student's postsecondary outcomes.

MAKING CONNECTIONS IV

Placement: ARD Committee
Credit: 0.5

The *Making Connections* course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases the student's postsecondary outcomes.

METHODOLOGY FOR ACADEMIC AND PERSONAL SUCCESS (MAPS)

Placement: ARD Committee
Credits: 1.0

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.

CAREER AND TECHNICAL EDUCATION

The mission of Terrell ISD's Career and Technical Education department is to prepare students for the 21st century job market. The programs of study allow students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, and meaningful work experiences. It is our belief that when we give students the opportunities to integrate academics and technical education, in a rigorous, relevant program of study that has meaning for them; we give them tools for a lifetime of success.

A goal of the TISD Career and Technical Education department is to graduate students with the necessary tools to secure high demand, high wage, and high skilled occupations. Students will receive skill development which meets industry standards and leads to an opportunity for industry certifications in programs of study where certifications are available.

Dual Credit Technical Courses

The Dual Credit Technical program is a cooperative between TISD and Trinity Valley Community College designed to give students an opportunity to earn credits toward an Associates of Applied Science Degree and/or certificate in a chosen technical field.Participating students may earn college and high school credit in selected Career and Technical classes concurrently and receive a grade report from both TISD and TVCC.

It is important to understand that these credits may not transfer into traditional, academic four-year degree programs. Students must meet all requirements for dual credit enrollment at TVCC. Students may be asked to declare a technical major on the application; however, students may change to another technical degree field or to a traditional area during the course of their college years.

Certification and Licensure

An industry certification has many benefits including earning a highly valued professional credential that may help students achieve employment and a higher entry-level salary, as well as a personal sense of accomplishment. Valid reliable industry certifications are also evidence of technical skill attainment and are an important component of a CTE program of study. The CTE Programs in TISD lead to an industry certification, a post- secondary degree, or provide dual credit opportunities.

Perkins V is federal legislation requiring states that receive federal CTE funds to align CTE programs of study to high-wage, in-demand, and high-skill occupations. The Division of College, Career, and Military Preparation engaged members of the workforce, secondary education, and higher education to advise on the development and recent refresh of programs of study, which include coherent course sequences, industry-based certifications, and work-based learning opportunities to ensure students are prepared for high-wage, in-demand, and high-skill careers in Texas. The refreshed programs of study framework documents are available here: CTE Programs of Study | Texas Education Agency.

Ninth grade students must declare a CTE Program of Study their freshman year and begin work on a CTE pathway.

CTE Programs of Study currently offered at Terrell High School include:

ENDORSEMENT	CLUSTER	PROGRAM OF STUDY
BUSINESS & INDUSTRY	Agriculture, Food & Natural Resources	Animal Science - General or Veterinary Medicine
	Arts, Audio/ Visual Technology and Communications	Digital Communications
		Graphic Design & Interactive Media
	Business, Marketing & Finance	Business Management
		Marketing & Sales
		Entrepreneurship
	Manufacturing	Welding
	Transportation, Distribution, and Logistics	Automotive & Collision
PUBLIC SERVICE	Health Science	Nursing Science
		Diagnostic & Therapeutic Services
		Exercise, Science, Wellness & Restoration
	Education & Training	Teaching and Training
	Law and Public Service	Law Enforcement
STEM - Science, Technology, Engineering & Mathematics	Information Technology	Programming & Software
	Engineering	Engineering Foundations (focus on Robotics, Aerospace & Manufacturing Mechanics)

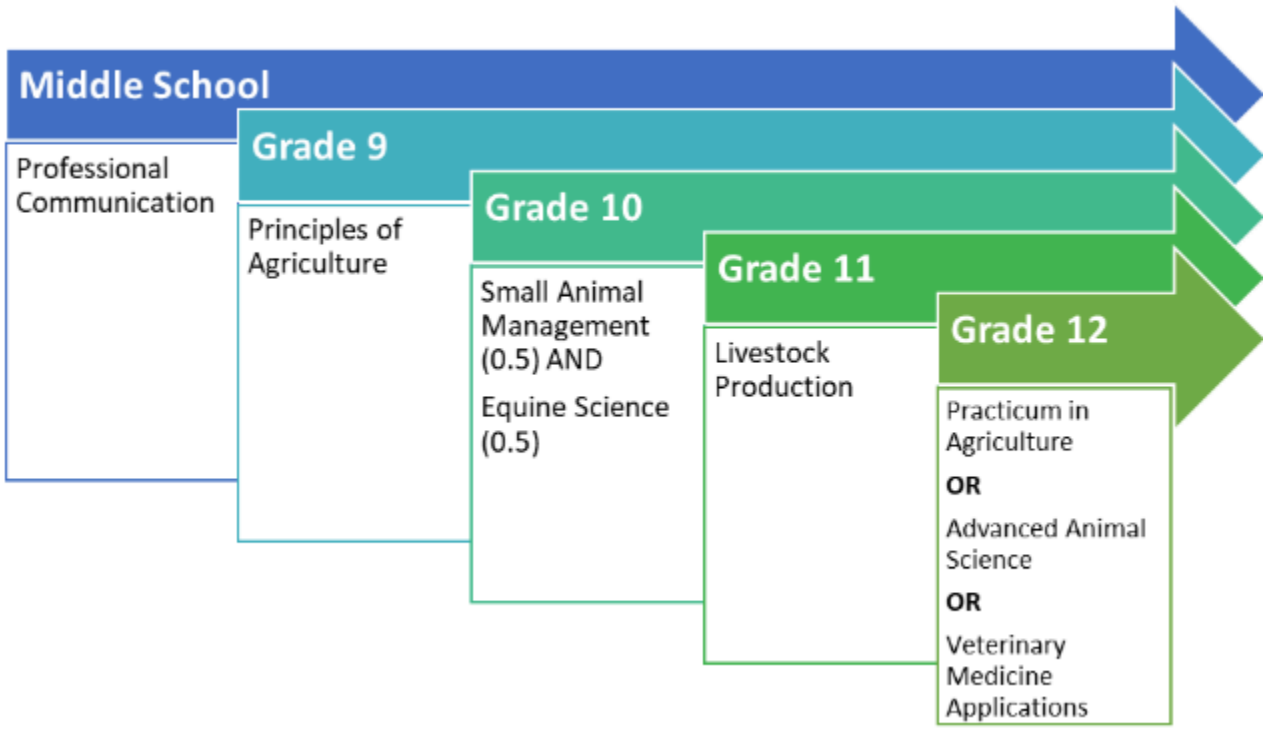
BUSINESS & INDUSTRY
Animal Science
Agriculture, Food & Natural Resources

Animal Science
Statewide Program of Study



The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals. Program of Study description

Animal Science Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,139	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

BUSINESS & INDUSTRY - Animal Science

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grade Placement: 9
Prerequisites: None
Credit: 1

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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture.

EQUINE SCIENCE
Grade Placement: 10
Prerequisites: Principles of Agriculture
Credit: .5

In EQUINE SCIENCE, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

SMALL ANIMAL MANAGEMENT
Grade Placement: 10
Prerequisites: Principles of Agriculture
Credit: .5

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. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

VETERINARY MEDICAL APPLICATIONS
Grade Placement: 12
Prerequisites: Equine Science/Small Animal Management
Credit: 1

VETERINARY MEDICAL APPLICATIONS students will develop and expand their knowledge and techniques in skills pertaining to the Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/ employee relationship, and techniques used in surgical practices.

LIVESTOCK PRODUCTION
Grade Placement: 11
Prerequisites: Principles of Agriculture
Credit: 1

LIVESTOCK PRODUCTION students will be introduced to the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. This course is recommended for those that have an interest in the Veterinary Science field.

ADVANCED ANIMAL SCIENCE
Grade Placement: 11-12
Prerequisite: Biology and Chemistry or IPC and Algebra I and Geometry and Small Animal Management, Equine Science or Livestock Production
Credit: 1

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. Topics include: reproduction, breeding, genetics, heredity, animal disease and parasites, animal growth. This course contains the CTE Agriculture Program of Study.

PRACTICUM IN AGRICULTURE
Grade Placement: 12
Prerequisites: 2 credits in Agriculture or concurrent
Credit: 2 -3

PRACTICUM IN AGRICULTURE, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

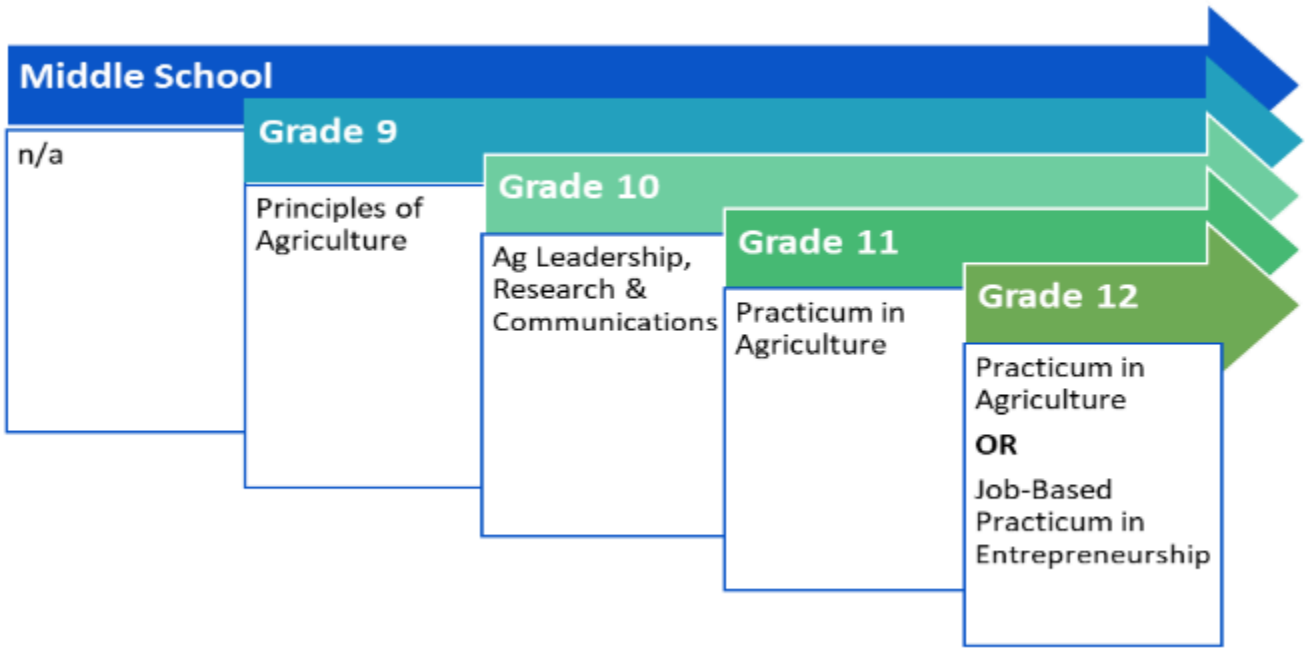
BUSINESS & INDUSTRY
Agriculture Business, Leadership, and Communications
Agriculture, Food & Natural Resources

Agribusiness
Statewide Program of Study



The Agribusiness program of study explores the occupations and educational opportunities associated with the business of farming and agriculturally related business that supplies farm inputs, such as machinery and seeds. This program of study may also include exploration into the marketing of farm products, the purchase of farm products either for further processing or resale and grading or classifying unprocessed food or other agricultural products.

Agriculture Business, Leadership & Communications Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Farmers, Ranchers, and Other Agricultural Managers	$59.134	405	9%
Farm and Ranch Loan Officers	$45,594	268	25%
Buyers and Purchasing Agents, Farm Products	$46,488	268	20%

BUSINESS & INDUSTRY -
Agriculture Business, Leadership & Communications

PROFESSIONAL COMMUNICATIONS
Grade Placement: 10 - 12
Prerequisites: Principles of Agriculture, Instructor Approval
Credit: .5

PROFESSIONAL COMMUNICATIONS is coupled with Professional Standards in Agribusiness and is based around teaching students how to present information to groups, deliver speeches, and discuss their livestock. This course requires instructor approval to enter.

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grade Placement: 9
Prerequisites: None
Credit: 1

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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture.

AG LEADERSHIP, RESEARCH & COMMUNICATIONS
Grade Placement: 10 - 12
Prerequisites: One credit from courses in the Agriculture, Food, and Natural Resources Career Cluster
Credit: 2

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

PRACTICUM IN AGRICULTURE
Grade Placement: 12
Prerequisites: 2 credits in Agriculture or concurrent
Credit: 2 -3

PRACTICUM IN AGRICULTURE, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 12
Credit: 2 - 3

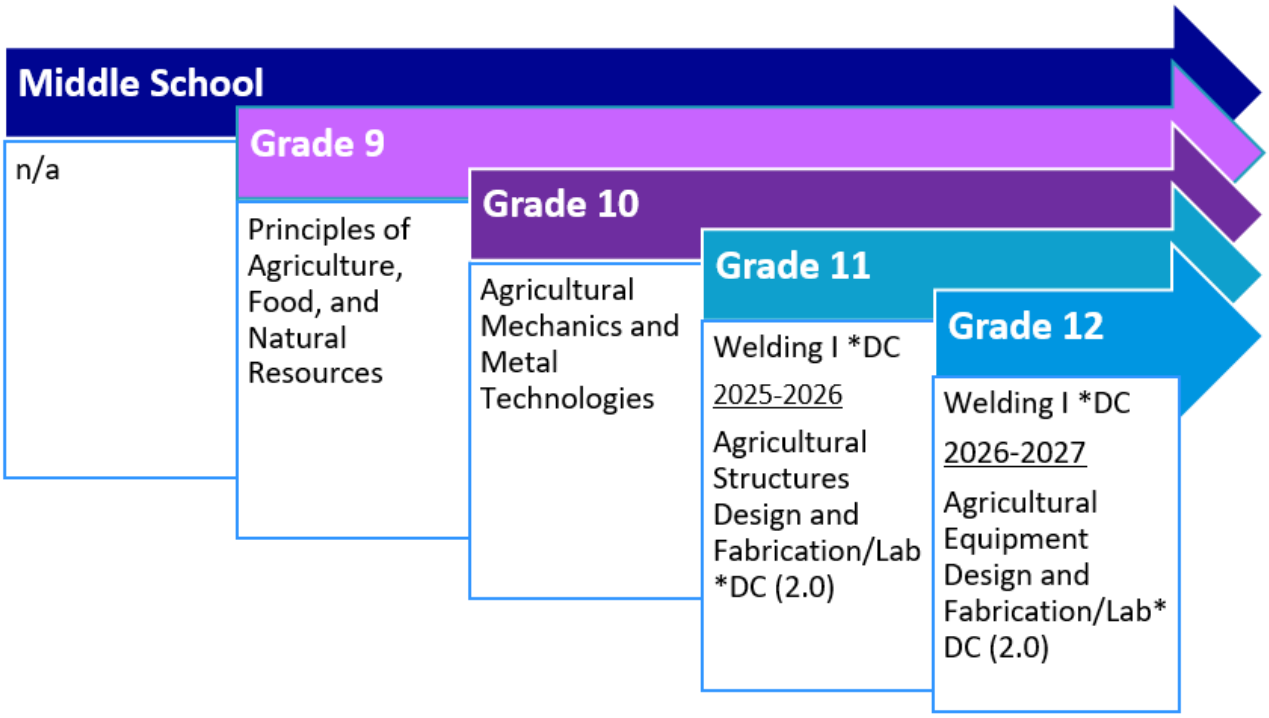
PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.
Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

BUSINESS & INDUSTRY -
Agricultural Technology and Mechanical Systems

Agriculture, Food, and Natural Resources Career Cluster

The Agricultural Technology and Mechanical Systems program of study focuses on occupational and educational opportunities associated with applying engineering technology and biological science to agricultural problems related to power and machinery, electrification, structures, soil and water use, and processing agricultural products. This program of study includes diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems



Example Aligned Occupations

Farm Equipment Mechanics and Service Technicians
Median Wage: $46,582
Annual Openings: 326
10-Year Growth: 23%

Mobile Heavy Equipment Mechanics
Median Wage: $57,943
Annual Openings: 2,637
10-Year Growth: 31%

Farmers, Ranchers, and Other Agricultural Managers
Median Wage: $65,490
Annual Openings: 28,020
10-Year Growth: 4%

Agricultural Technology and Mechanical Systems

Aligned Industry-Based Certifications

- Agriculture Mechanics
- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding
- AWS SENSE Level I: Entry Welder
- Feedyard Technician in Machinery Operation, Repair and Maintenance
- Machining Measurement, Material, and Safety Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready
- Industrial Technology Maintenance (ITM) - Basic Pneumatic Systems
- Industrial Technology Maintenance (ITM) – Maintenance Welding

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grade Placement: 9
Prerequisites: None
Credit: 1

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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
Grade Placement: 10
Prerequisites: None
Credit: 1

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 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 /LAB** ***(FORMERLY CALLED WELDING I)*****
Grade Placement: 11
Prerequisites: None
Credit: 2

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. This course provides the knowledge, skills, and technologies required for employment in metal technology systems.
This course is offered as a TVCC dual credit program beginning 2025-2026.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION /LAB** ***(FORMERLY CALLED WELDING II)***
Grade Placement: 12
Prerequisites: Ag Structures Design and Fabrication or Welding I
Credit: 2

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. Students will develop advanced welding/metal work concepts and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

This course is offered as a TVCC dual credit program beginning 2026-2027..

PRACTICUM IN AGRICULTURE

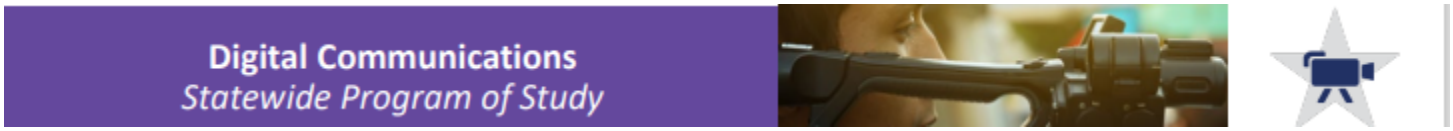
Grade Placement: 12

Prerequisites: 2 credits in Agriculture or concurrent

Credit: 2 -3

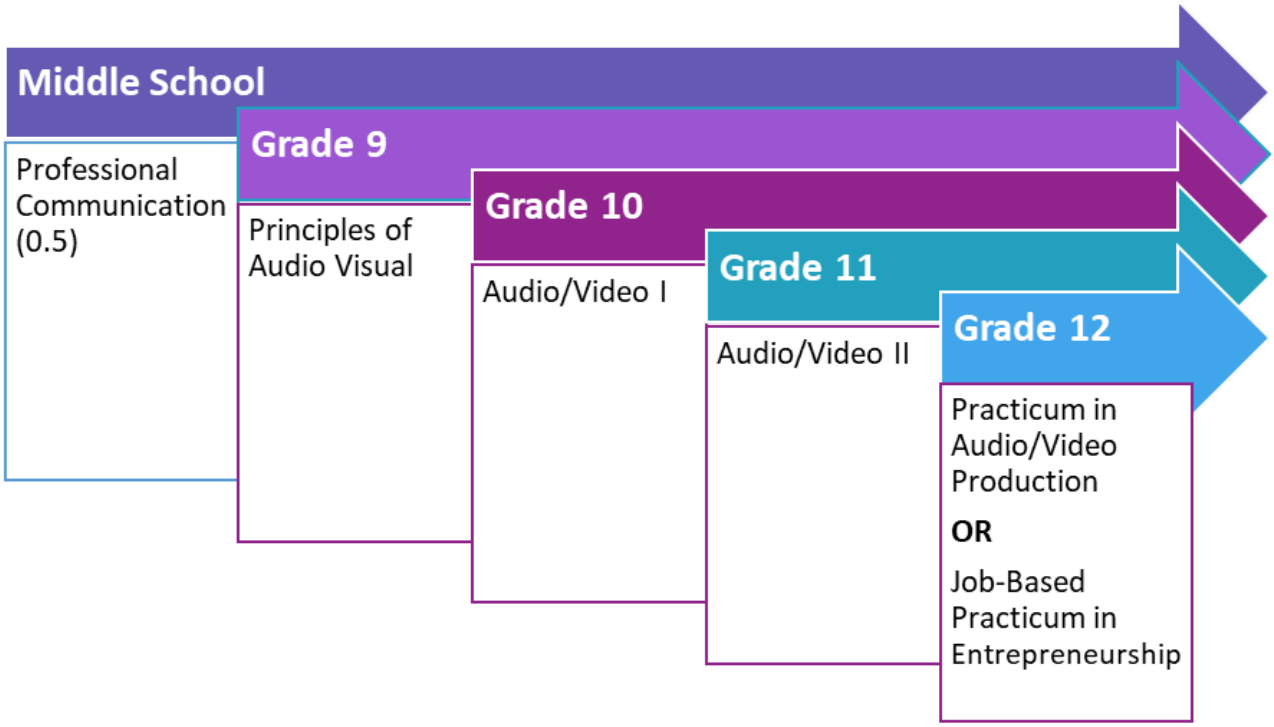
PRACTICUM IN AGRICULTURE, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

BUSINESS & INDUSTRY
Digital Communications
Arts, Audio/Video Technology and Communications



The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Digital Communications Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video, and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

BUSINESS & INDUSTRY - Digital Communications

PRINCIPLES OF ARTS AUDIO/VIDEO PRODUCTION
Grade Placement: 09
Prerequisites: None
Credit: 1

PRINCIPLES OF ARTS AUDIO/VIDEO will require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.
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.

AUDIO/VIDEO PRODUCTION I
Grade Placement: 10
Prerequisites: None
Credit: 1

AUDIO/VIDEO PRODUCTION I students are expected to develop an understanding of audio and video production and are expected to write ideas, scripts, create storyboards, and produce their ideas both independently, and with other students. Students will be developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster**.**

AUDIO/VIDEO PRODUCTION II
Grade Placement: 11
Prerequisites: Audio/Video Production I
Credit: 2

AUDIO/VIDEO PRODUCTION II is a continuation and extension of Audio/Video Production I. Students will be expected to develop more advanced technical, writing and production skills. Within this context, students are expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities.

PRACTICUM IN AUDIO/VIDEO PRODUCTION
Grade Placement: 12
Prerequisites: Audio/Video Production II
Credit: 2 - 3

PRACTICUM in AUDIO/VIDEO PRODUCTION 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 activities in a studio environment. Instruction may be delivered through lab- based classroom experience or career preparation opportunities

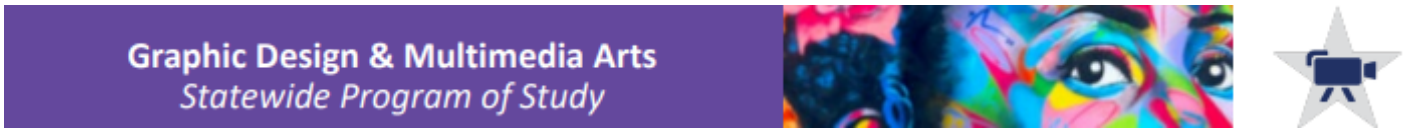
PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.
Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

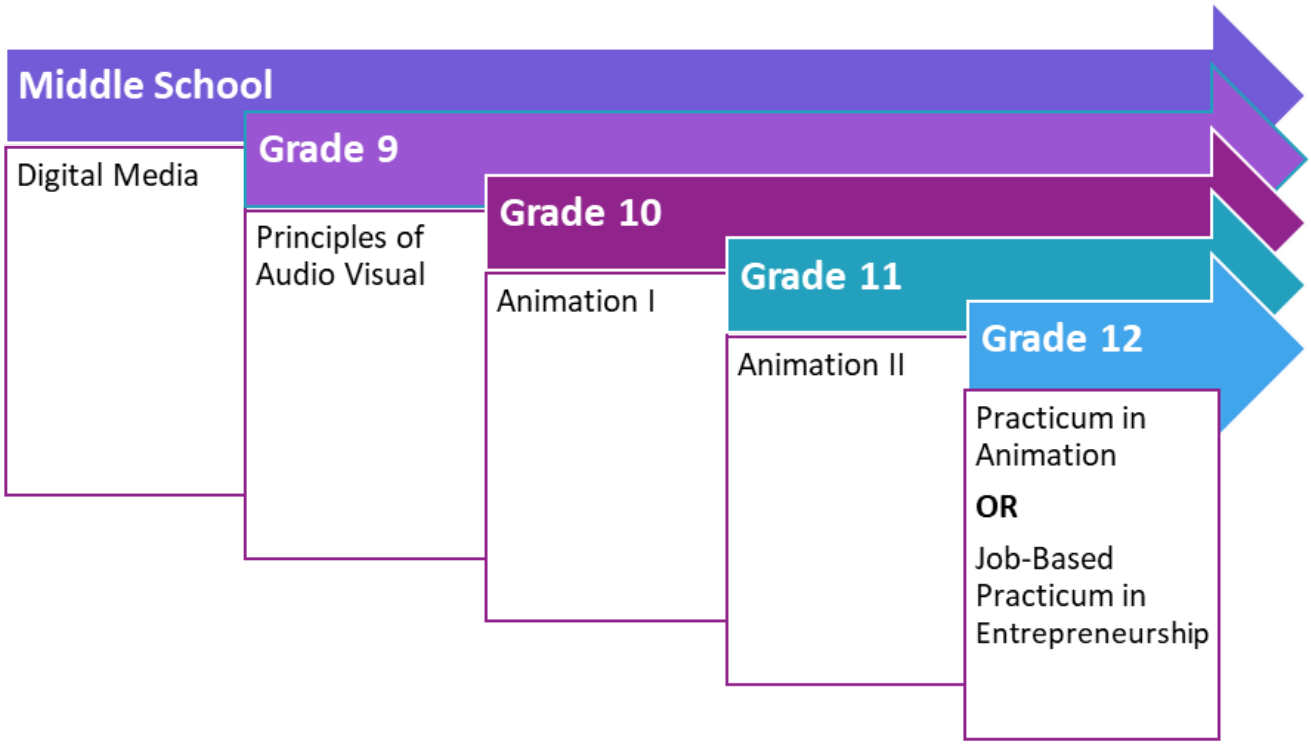
BUSINESS & INDUSTRY -
Graphic Design and Multimedia Arts

Arts, Audio/Video Technology and Communications



The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Graphic Design & Multimedia Arts Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

BUSINESS & INDUSTRY
Graphic Design and Multimedia Arts

PRINCIPLES OF ARTS AUDIO/VIDEO PRODUCTION
Grade Placement: 09
Prerequisites: None
Credit: 1

PRINCIPLES OF ARTS AUDIO/VIDEO will require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.
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
Grade Placement: 10
Prerequisites: Principles of Arts Audio/Video
Credit: 1

ANIMATION I will span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

ANIMATION II
Grade Placement: 11
Prerequisites: Graphic Design & Illustration I Credit: 2

ANIMATION II spans all aspects of the advertising and visual communications industries. Within this context, 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 understanding of the industry with a focus on mastery of content knowledge and skills.

PRACTICUM IN ANIMATION
Prerequisites: Animation II
Credit: 2 -3

PRACTICUM IN ANIMATION builds upon the concepts taught in Animation II and its corequisite Animation 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 animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.

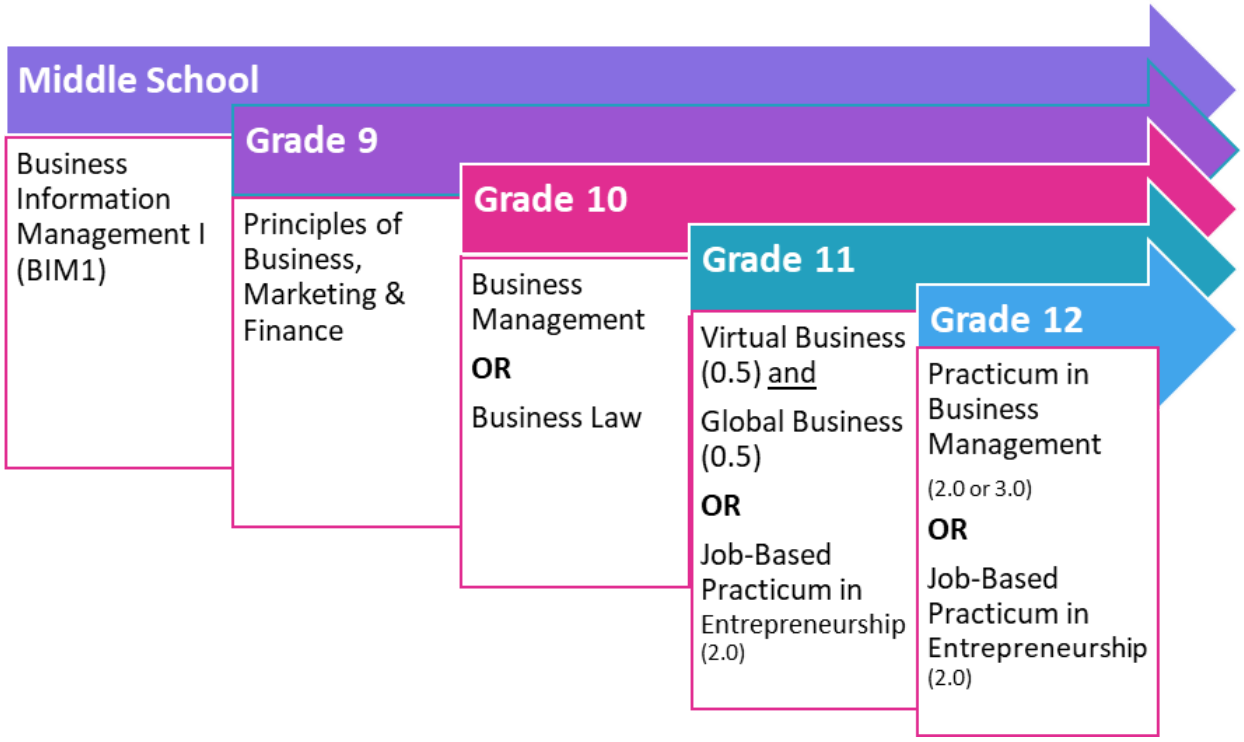
Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

BUSINESS & INDUSTRY
Business Management
Business, Marketing & Finance



The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Business Management Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Supervisors of Administrative Support Works	$57,616	14,982	20%

BUSINESS & INDUSTRY - Business Management

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Grade Placement: 09
Prerequisite: None
Credit: 1

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

BUSINESS MANAGEMENT
Grade Placement: 10
Prerequisites: Two credits in business management pathway
Credit: 1

BUSINESS MANAGEMENT t 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.

VIRTUAL BUSINESS
Grade Placement: 11
Prerequisites: One credits in business management pathway
Credit: 1

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 book-keeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

BUSINESS LAW
Grade Placement: 10-11
Prerequisites: One credit in business management pathway
Credit: 1

BUSINESS LAW is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.

GLOBAL BUSINESS
Grade Placement: 11
Prerequisites: One credits in business management pathway
Credit: 1

GLOBAL BUSINESS is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 11-12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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. Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.

Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

PRACTICUM IN BUSINESS MANAGEMENT
Grade Placement: 12
Credit: 2

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 need for work-based learning 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.

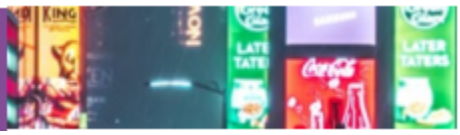
PRACTICUM IN BUSINESS MANAGEMENT / EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (FIRST TIME TAKEN)

Grade Placement: 12
Credit: 3

PRACTICUM IN BUSINESS MANAGEMENT/EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (FIRST TIME TAKEN) is designed to give students extended time 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 need for work-based learning 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.

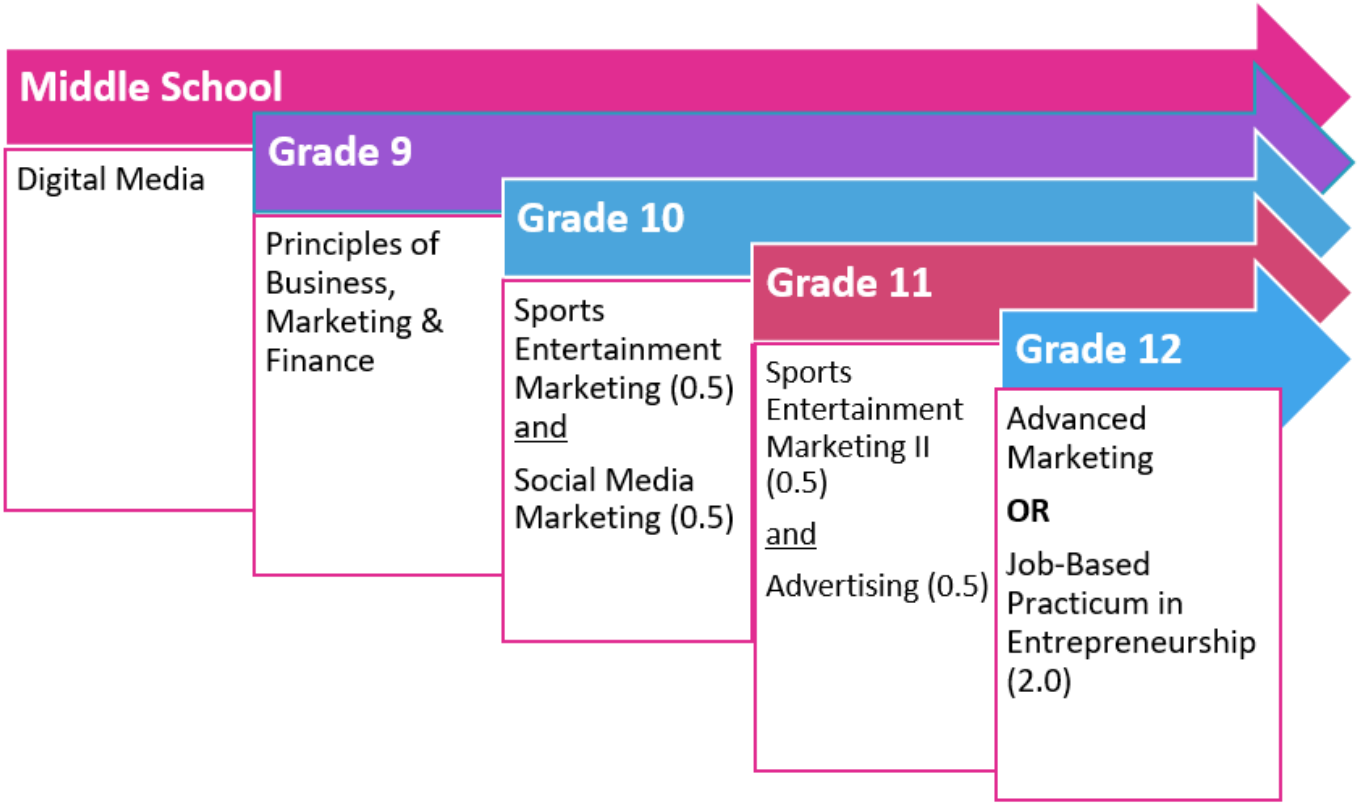
BUSINESS & INDUSTRY
Marketing & Sales
Business, Marketing & Finance

Marketing & Sales
Statewide Program of Study



The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

Marketing & Sales Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agent	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

BUSINESS & INDUSTRY - Marketing & Sales

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Grade Placement: 09
Prerequisite: None
Credit: 1

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

SPORTS ENTERTAINMENT MARKETING
Grade Placement: 10
Prerequisites: One credits in business management pathway
Credit: 0.5

SPORTS AND ENTERTAINMENT MARKETING will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

SOCIAL MEDIA MARKETING
Grade Placement: 10
Prerequisites: One credits in business management pathway
Credit: 0.5

SOCIAL MEDIA MARKETING is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

SPORTS ENTERTAINMENT MARKETING II
Grade Placement: 11
Prerequisites: One credits in business management pathway
Credit: 0.5

SPORTS AND ENTERTAINMENT MARKETING II reinforces the understanding of the marketing concepts and theories that apply to sports and entertainment including marketing concepts and research, advertising and promotion, sponsorship, public relations, legal contracts, endorsements, agency, and sports and entertainment marketing strategies. The course will incorporate diversity awareness and cultural contributions. The appropriate use of technology is an integral part of this course.

ADVERTISING
Grade Placement: 11
Prerequisites: One credit in business management pathway
Credit: 0.5

ADVERTISING is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media.

ADVANCED MARKETING
Grade Placement: 12
Prerequisites: Two credits in business management pathway
Credit: 1

In ADVANCED MARKETING, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 11-12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.

Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

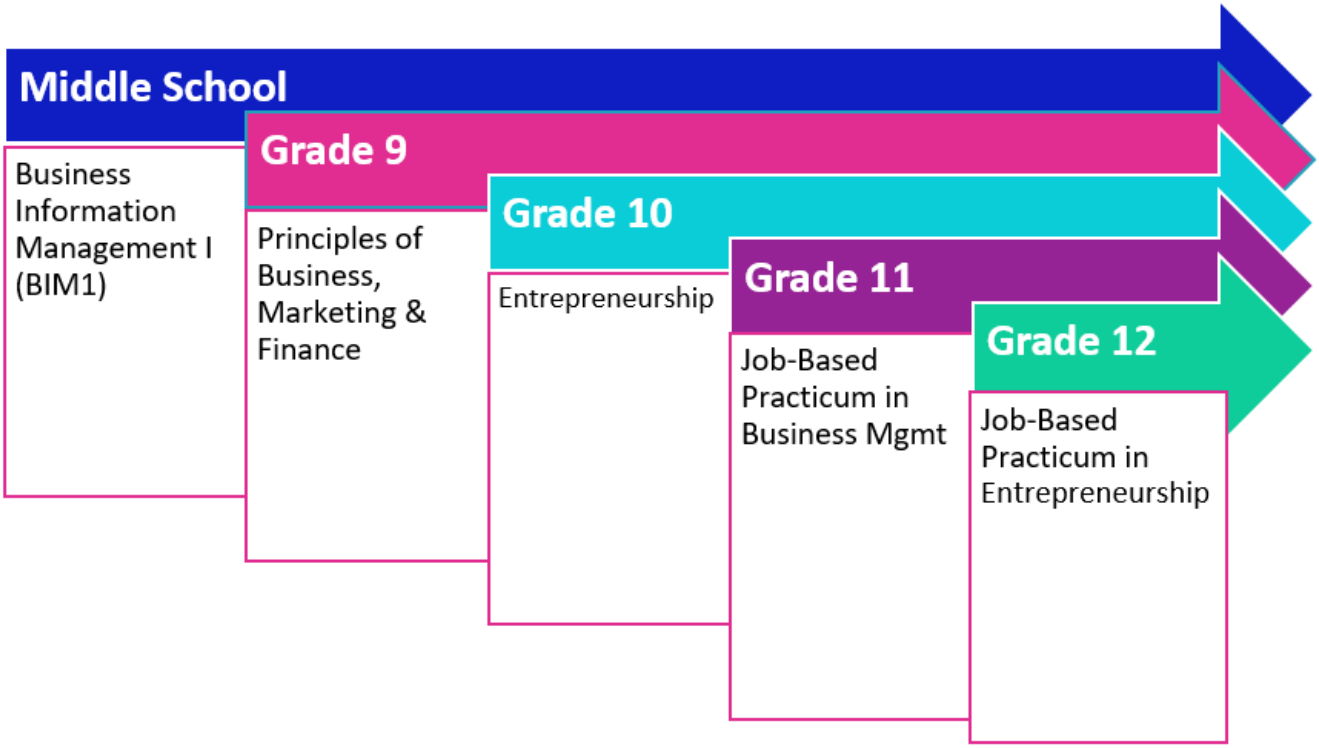
BUSINESS & INDUSTRY
Entrepreneurship
Business, Marketing & Finance

Entrepreneurship
Statewide Program of Study



The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources

Entrepreneurship Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Management Analysts	$87,651	4,706	32%
Managers, All Others	$113,110	1,794	26%

BUSINESS & INDUSTRY - Entrepreneurship

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Grade Placement: 09
Prerequisite: None
Credit: 1

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

ENTREPRENEURSHIP
Grade Placement: 10-11
Prerequisite: None
Credit: 1

In ENTREPRENEURSHIP students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

PRACTICUM IN BUSINESS MANAGEMENT Grade Placement: 11-12
Credit: 2

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 working off campus must attend one period of instruction per week with the teacher of record.

PRACTICUM IN BUSINESS MANAGEMENT / EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (FIRST TIME TAKEN)
JOB-BASED
Grade Placement: 11-12
Credit: 3

PRACTICUM IN BUSINESS MANAGEMENT/EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (FIRST TIME TAKEN) is designed to give students extended time 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.

Practicum experiences may occur in a **paid or unpaid** arrangements and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.
Off campus job is required to attain extended practicum hours and students must attend one period of instruction per week with the teacher of record.

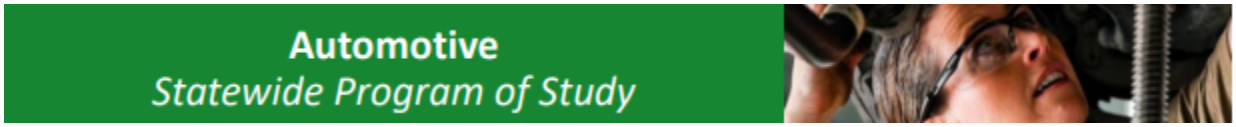
Extended Practicum is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

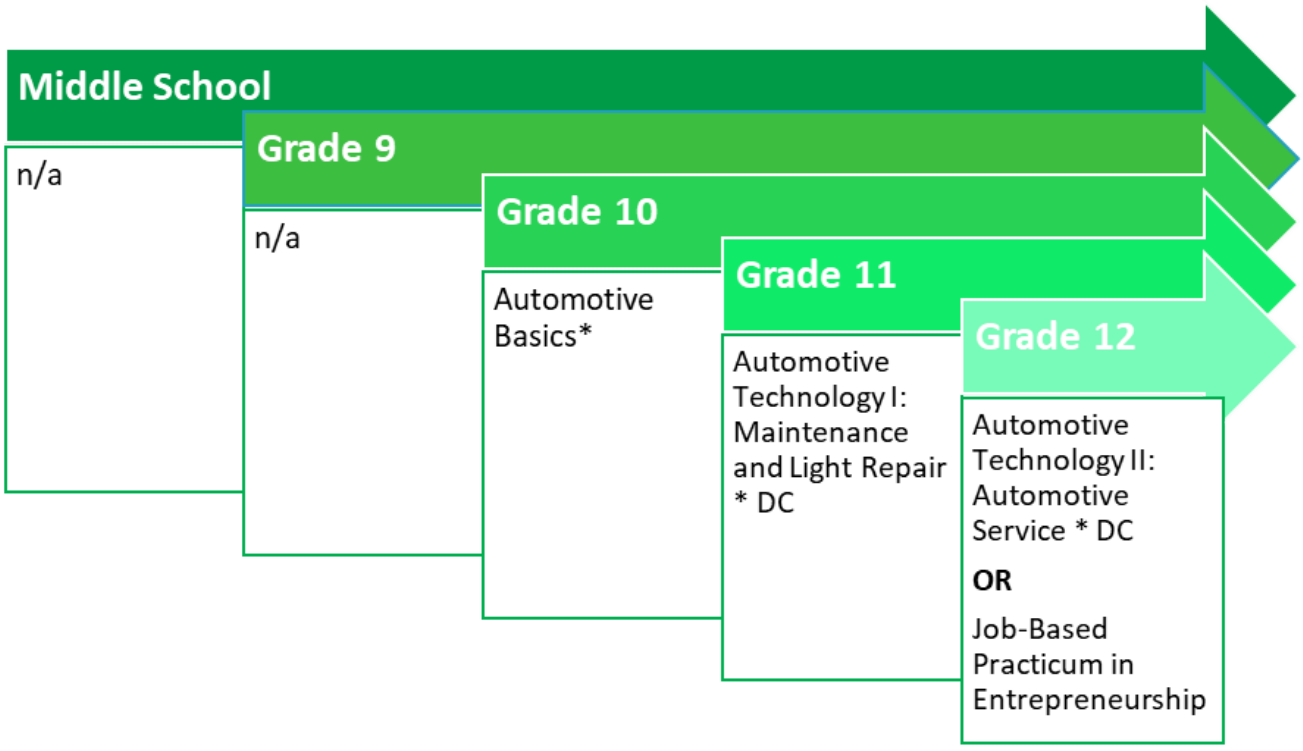
Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.
Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

BUSINESS & INDUSTRY
Automotive
Transportation, Distribution, & Logistics



The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Automotive Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

BUSINESS & INDUSTRY - Automotive

AUTOMOTIVE BASICS
Grade Placement: 10
Prerequisites: None
Credit: 1

AUTOMOTIVE BASICS course is designed to provide knowledge of the basic automotive systems and how to service them. Course includes safety and environmental rules and regulations, training for entry-level employment in the small engine technology industry. Students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

AUTOMOTIVE TECHNOLOGY I
Grade Placement: 11
Prerequisites: Automotive Basics
Credit: 2

AUTOMOTIVE TECHNOLOGY I provides students' knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

AUTOMOTIVE TECHNOLOGY II
Grade Placement: 12
Prerequisites: Automotive Technology I
Credit: 2

AUTOMOTIVE TECHNOLOGY II includes knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 11-12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.
Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

TVCC Basic Automotive Technology

COURSE SEQUENCE:

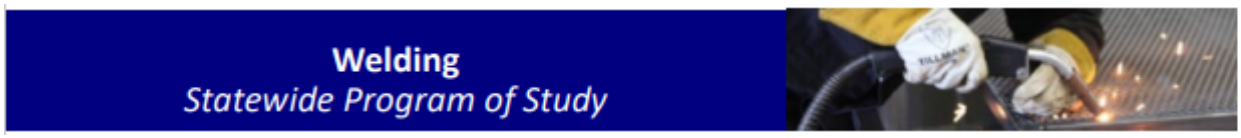
	Fall	Spring
10th Grade Basic Automotive	AUMT 1201 Intro. & Theory of Automotive Technology	AUMT 1305 Intro. to Automotive Technology
11th Grade Auto Tech I	AUMT 1213 Automotive Suspension & Steering Systems Theory	AUMT 1316 Automotive Suspension & Steering Systems
12th Grade Auto Tech II	AUMT 1241 Automotive Climate Control Systems Theory	AUMT 1345 Automotive Climate Control Systems
	AUMT 1257 Automotive Brake Systems Theory	AUMT 1310 Automotive Brake Systems

Certifications:

AUTOMOTIVE SERVICE EXCELLENCE (ASE)

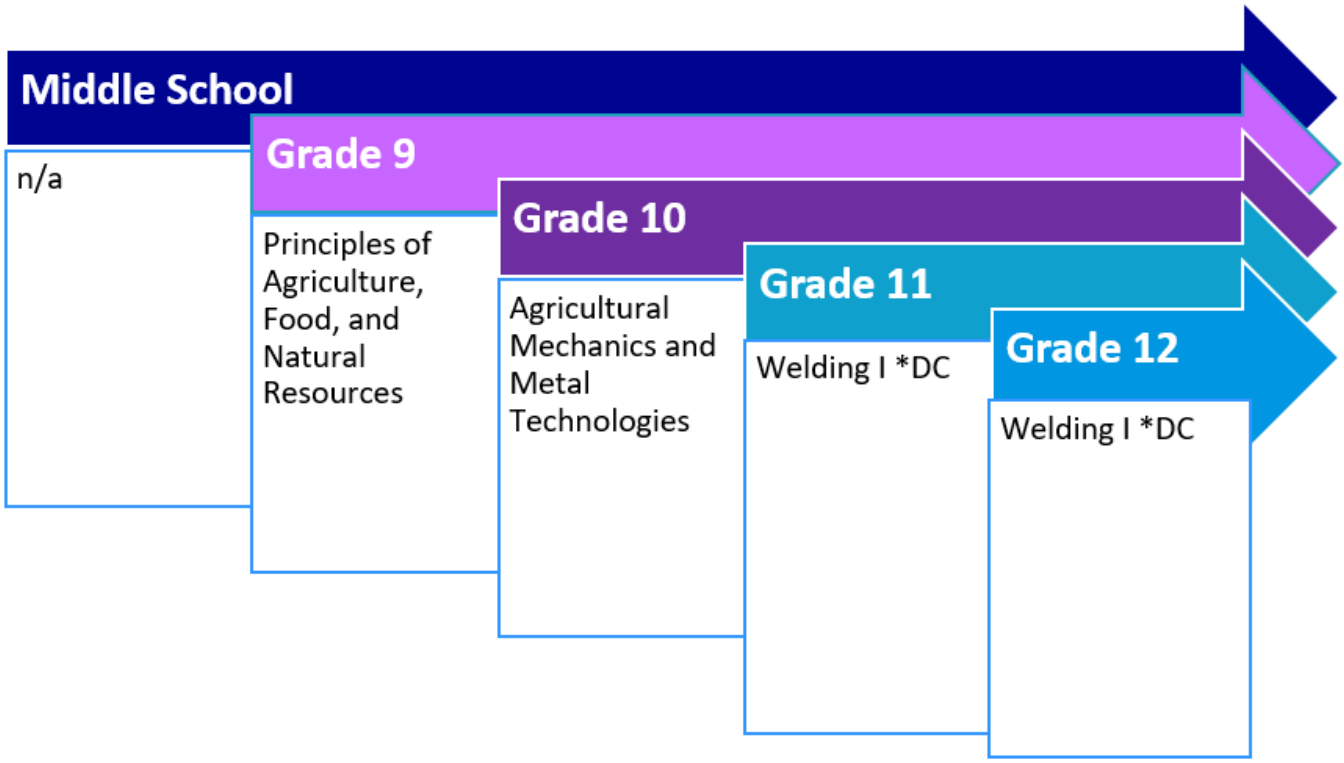
- BRAKES
- STEERING & SUSPENSION
- ENGINE REPAIR
- MAINTENANCE & LIGHT REPAIR

BUSINESS & INDUSTRY
Welding | Agricultural Technology & Mechanical Systems
Manufacturing | Agriculture, Food, & Natural Resources



The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Welding Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

BUSINESS & INDUSTRY - Ag Mechanics/Welding

Dual Credit

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grade Placement: 9
Prerequisites: None
Credit: 1

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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture.

INTRODUCTION TO WELDING - Not offered 2024-2025; Transition to Ag Mechanics
Grade Placement: 10
Prerequisites: None
Credit: 1

INTRODUCTION TO WELDING will provide an introduction to 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 practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
Grade Placement: 10
Prerequisites: None
Credit: 1

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

WELDING I
Grade Placement: 11
Prerequisites: Introduction to Welding
Credit: 2

WELDING I provides 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
Grade Placement: 12
Prerequisites: Welding I
Credit: 2

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 have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

High School Course Equivalent:

TVCC Dual Arc Welding Certificate

	Fall	Spring
10th Grade Intro to Welding	WLDG 1323 Welding, Safety Tools, & Equipment	WLDG 1317 Intro. to Layout & Fabrication
11th Grade Welding II	WLDG 1353 Intermediate Layout & Fabrication	WLDG 1407 Intro. To Welding Using Multiple Processes
	WLDG 1428 Intro to Shielded Metal Arc Welding	WLDG 1457 Intermediate Shielded Metal Arc Welding
12th Grade Welding II	WLDG 1202 Fundamentals of Gas Metal Arc Welding	WLDG 1206 Fundamentals of Gas Tungsten Arc Welding
	WLDG 1430 Introduction to Gas Metal Arc Welding	WLDG 2443 Advanced Shielded Metal Arc Welding

***Courses subject to change by TVCC**

Certifications

AWS D1.1 CARBON STEEL PLATE (1G, 2G, 3G & 4G) AWS D1.1 FILLET WELD (1G, 2G, 3G, & 4G)
AWS D9.1 SHEET METAL FILLET AWS D1.1 TACK WELD
ASME IX FILLET WELD
API 1104 FILLET WELD OSHA 10

PUBLIC SERVICE
Nursing Science and Diagnostic & Therapeutic Services,
Health Science

Nursing Science
Statewide Program of Study



- The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

Healthcare Therapeutic
Statewide Program of Study



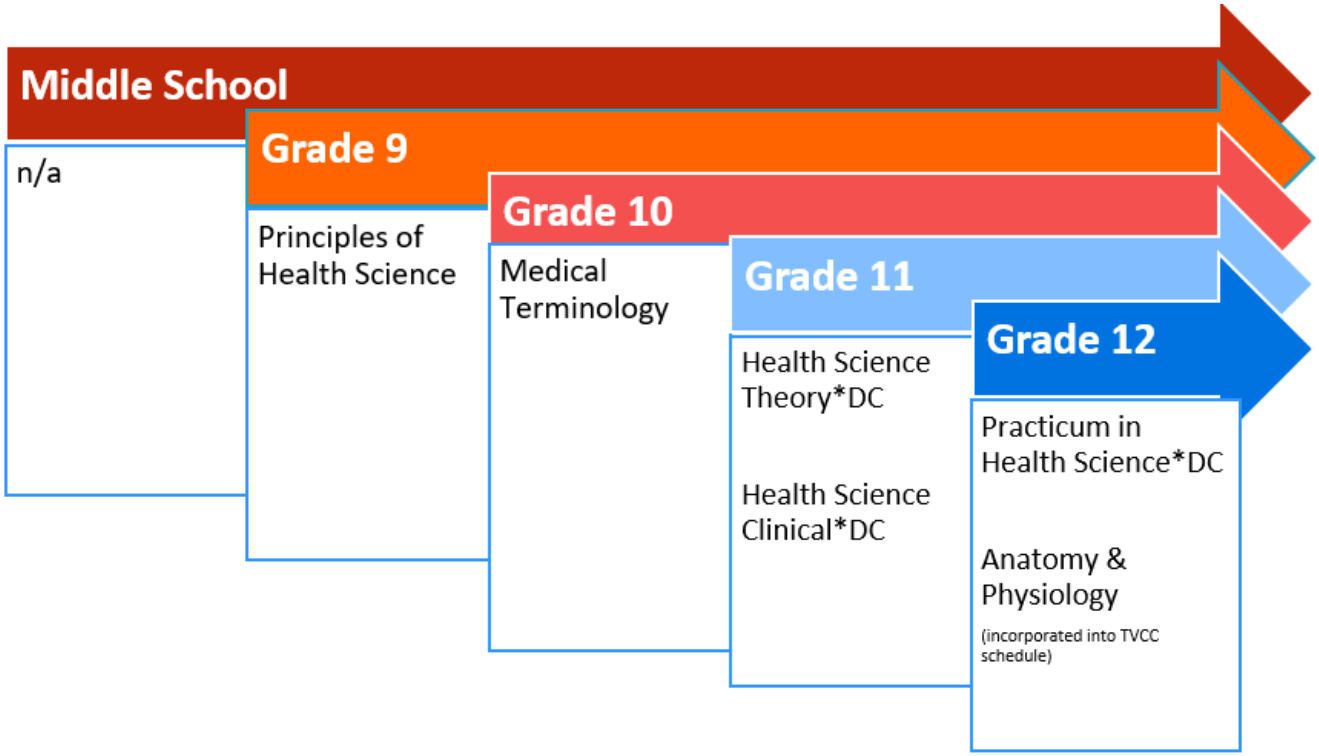
The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Health Informatics
Statewide Program of Study



The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

Nursing, Diagnostic & Therapeutic Services AND Health Informatics Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%

Occupations	Median Wage	Annual Openings	% Growth
Medical Records and Health Information Technician	$35,922	1,588	24%
Medical and Health Service Managers	$93,995	2,562	29%
Billing and Posting Clerks	$35,485	5,775	25%

HEALTH SCIENCE – Dual Credit Program

PRINCIPLES OF HEALTH SCIENCE
Grade Placement: 9-10
Prerequisites: None
Credit: 1 (only high school credit)

PRINCIPLES OF HEALTH SCIENCE is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

MEDICAL TERMINOLOGY
Grade Placement: 10
Prerequisites: Principles of Health Science
Credit: 1 (only high school credit)

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

HEALTH SCIENCE THEORY / CLINICAL – CLINICAL MEDICAL ASSISTANT
Grade Placement: 11
Prerequisites: Principles of Health Science & Biology
Credit: 2 (dual credit)

HEALTH SCIENCE CLINICAL – MEDICAL ASSISTANT course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students may receive hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as career preparation learning. Upon completion of this course, students will have the opportunity to obtain their Medical Assistant certification.

ANATOMY AND PHYSIOLOGY BSN
Grade Placement: 12
Prerequisites: Biology & Chemistry
Credit: 1, 4th year science (dual credit)

ANATOMY AND PHYSIOLOGY students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

MEDICAL MICROBIOLOGY
Grade Placement: 11-12
Prerequisites: Biology & Chemistry
Credit: 1, 4th year science credit (dual credit)

The MEDICAL MICROBIOLOGY course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

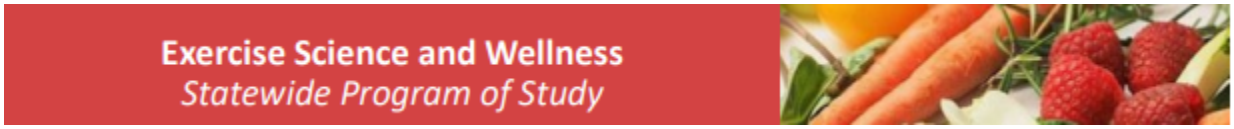
MATHEMATICS FOR MEDICAL PROFESSIONALS
Grade Placement: 11-12 Prerequisites: Geometry & Algebra II
Credit: 1, 4th year math credit (dual credit)

The MATHEMATICS FOR MEDICAL PROFESSIONALS course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions.

PRACTICUM in HEALTH SCIENCE – CMA
Grade Placement: 12
Prerequisites: Health Science Theory & Health Science Clinical
Credit: 3 (dual credit)

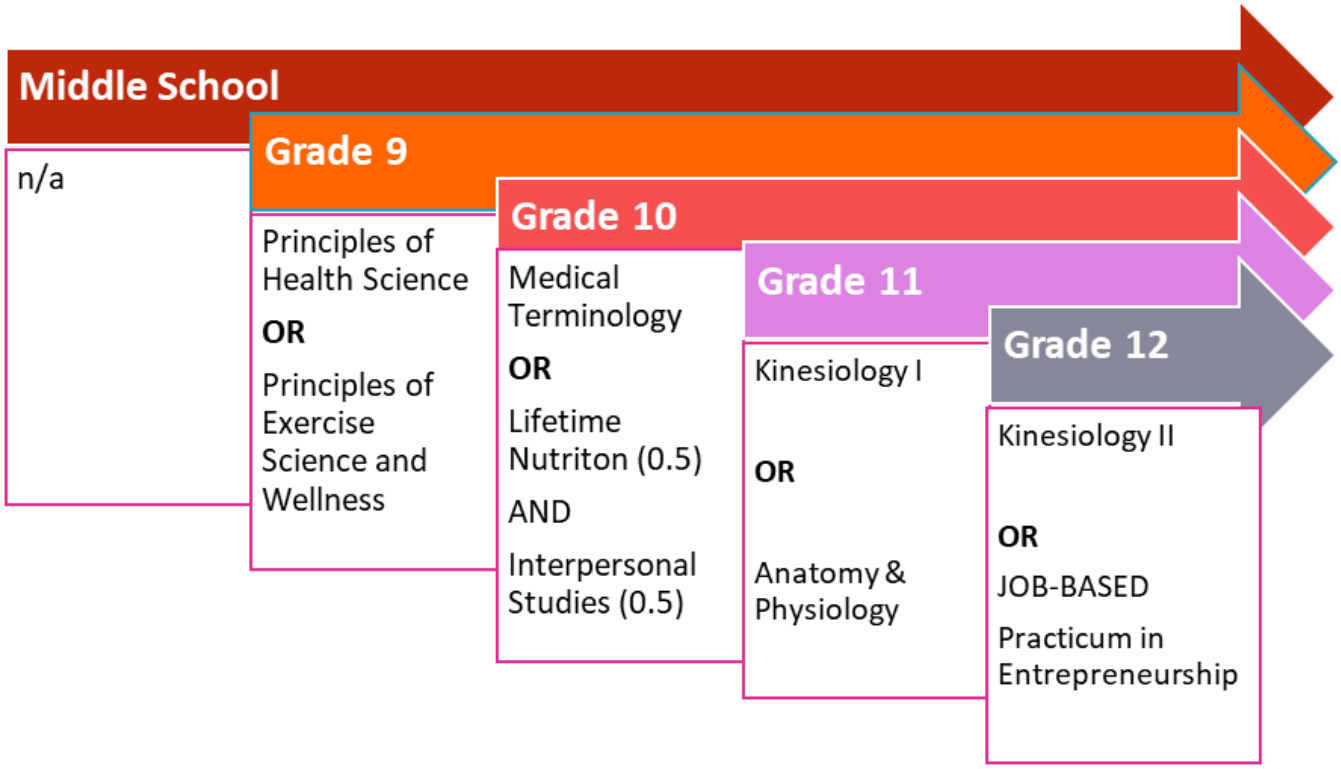
Clinical Medical Assistant is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as career prep.

PUBLIC SERVICE
Exercise, Science, Wellness & Restoration
Health Science

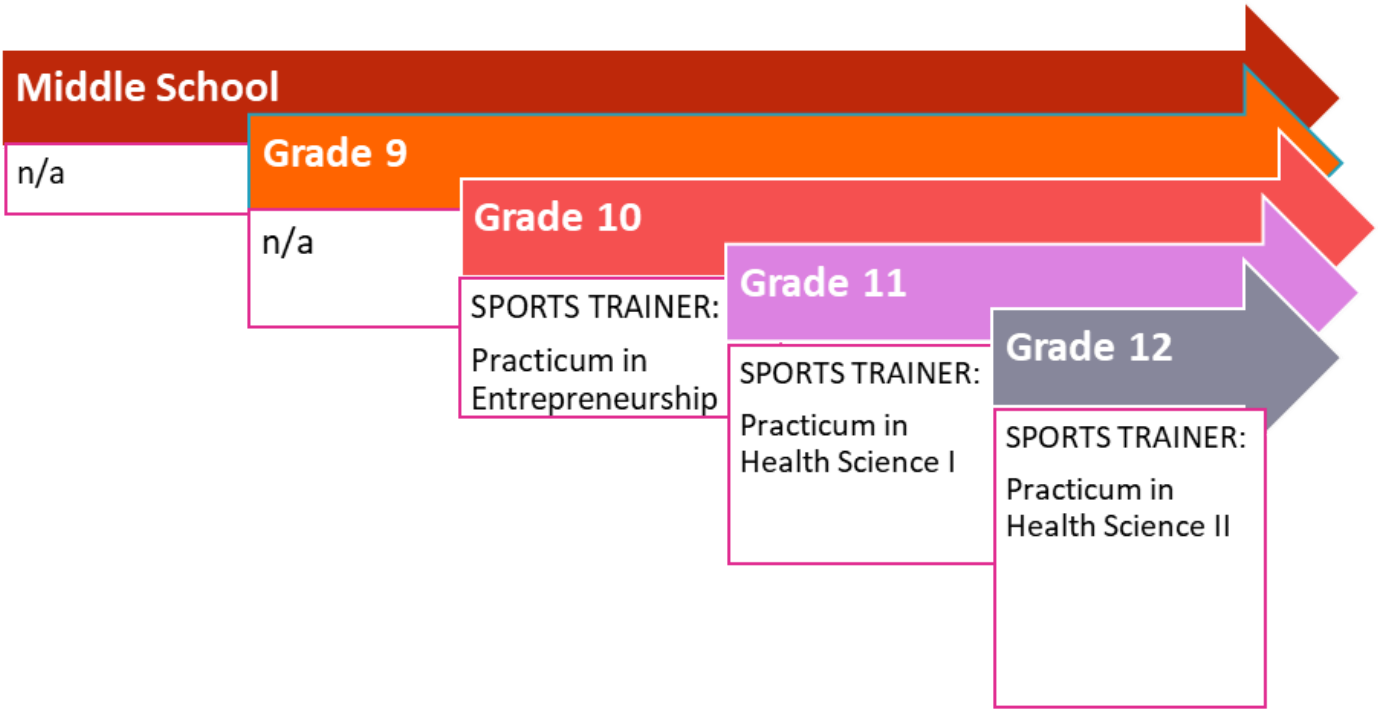


The Exercise Science and Wellness program of study introduces CTE learners to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease.

Exercise, Science, Wellness & Restoration Course Sequence:



OR



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Athletic Trainers	$53,450	215	22%
Exercise Physiologists	$41,662	33	33%
Coaches and Scouts	$40,010	2,133	23%
Dieticians and Nutritionists	$57,762	428	24%
Recreational Therapists	$45,906	74	24%

PUBLIC SERVICE - Exercise, Science, Wellness & Restoration

PRINCIPLES OF HEALTH SCIENCE
Grade Placement: 9-10
Prerequisites: None
Credit: 1

PRINCIPLES OF HEALTH SCIENCE is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

PRINCIPLES OF EXERCISE SCIENCE AND WELLNESS
Grade Placement: 9-10
Prerequisites: None
Credit: 1 (only high school credit)

PRINCIPLES OF EXERCISE SCIENCE and WELLNESS is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.

MEDICAL TERMINOLOGY
Grade Placement: 10
Prerequisites: Principles of Health Science
Credit: 1

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

LIFETIME NUTRITION and WELLNESS
Grade Placement: 10
Prerequisites: None
Credit: 0.5

LIFETIME NUTRITION AND WELLNESS is a laboratory course covering such topics as diet and nutrition, digestion and metabolism, balanced diet, food safety, sanitation, and management, and employability skills. Students can use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

INTERPERSONAL STUDIES
Grade Placement: 10
Prerequisites: None
Credit: 0.5

INTERPERSONAL STUDIES examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

KINESIOLOGY I
Grade Placement: 11
Prerequisites: One Health Science course
Credit: 1

KINESIOLOGY I is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

KINESIOLOGY II
Grade Placement: 12
Prerequisites: Two Health Science courses
Credit: 1

KINESIOLOGY II is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 11-12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.

Practicum experiences occur in a **paid or unpaid** arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience.

Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

PRACTICUM IN HEALTH SCIENCE (SPORT-BASED TRAINER)

Grade Placement: 11-12

Credit: 2-3

PRACTICUM in HEALTH SCIENCE course is designed to give students 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 the student's need for work-based learning experience. This practicum is designed for students to work in sports related activities.

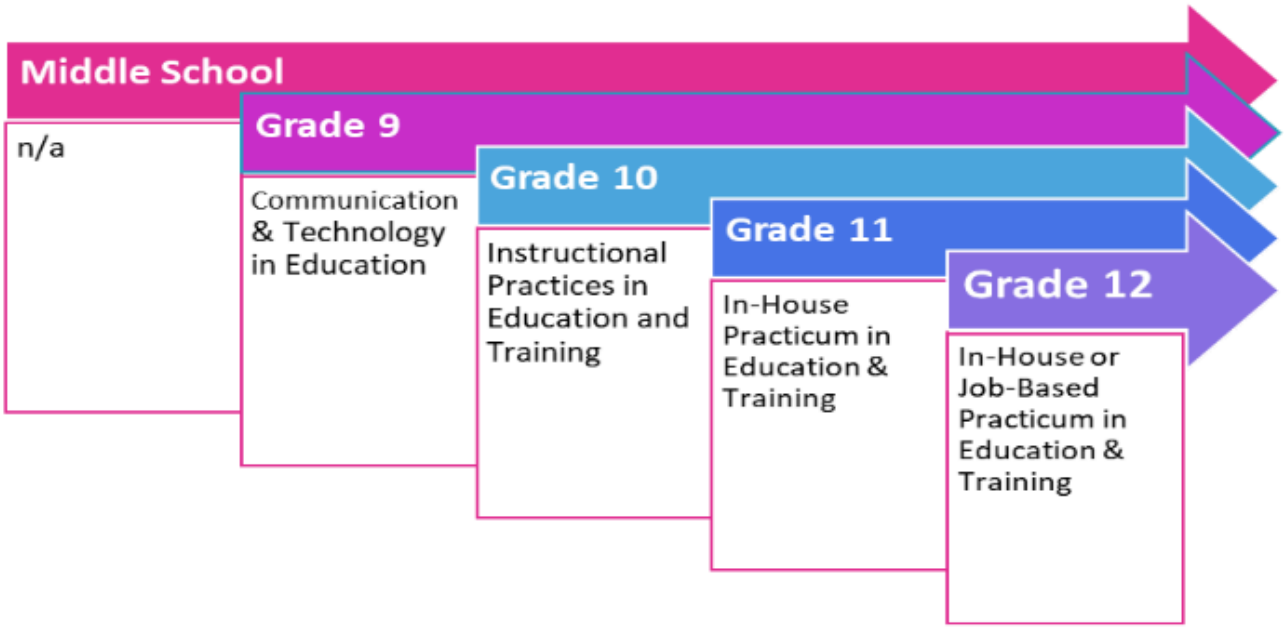
PUBLIC SERVICE
Teaching & Training
Education and Training

Teaching and Training
Statewide Program of Study



The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

PUBLIC SERVICE - Teaching & Training

COMMUNICATION & TECHNOLOGY IN EDUCATION
Grade Placement: 9
Prerequisites: None
Credit: 1
COMMUNICATION AND TECHNOLOGY IN EDUCATION is an extended course of study designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12 classrooms.

INSTRUCTIONAL PRACTICES
Grade Placement: 10
Prerequisites: None
Credit: 2

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

PRACTICUM OF EDUCATION AND TRAINING (FIRST TIME TAKEN)

PRACTICUM OF EDUCATION AND TRAINING (SECOND TIME TAKEN)
Grade Placement: 11-12
Prerequisites: Instructional Practices Credit: 2

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

PRACTICUM IN EDUCATION AND TRAINING/EXTENDED PRACTICUM IN EDUCATION AND TRAINING (FIRST TIME TAKEN)

PRACTICUM IN EDUCATION AND TRAINING/EXTENDED PRACTICUM IN EDUCATION AND TRAINING (SECOND TIME TAKEN)

Grade Placement: 11-12
Prerequisites: Instructional Practices Credit: 3

PRACTICUM IN EDUCATION AND TRAINING/EXTENDED PRACTICUM IN EDUCATION AND TRAINING (FIRST TIME TAKEN) is a three period option to Practicum in Education and Training.

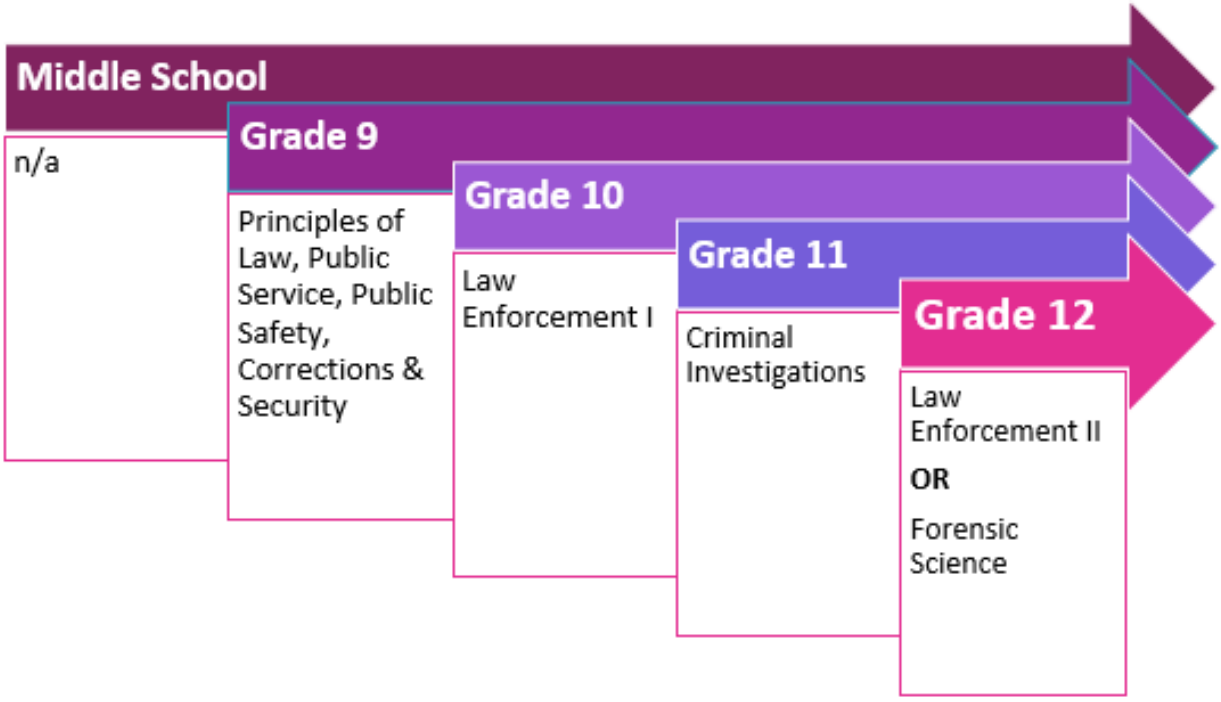
PUBLIC SERVICE
Law Enforcement
Law and Public Service

Law Enforcement
Statewide Program of Study



The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

Law Enforcement Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	$91,312	253	25%

The demands have never been greater on law enforcement and other first responders to keep pace with changes in the profession and in the environments where they serve. Whether it's crash reconstruction, forensic crime scene investigation, or police weapons and tactics training, law enforcement and private security professionals require the latest technology and instructional techniques available.

PUBLIC SERVICE - Law Enforcement

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY
Grade Placement: 9-12
Prerequisites: None
Credit: 1

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. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

LAW ENFORCEMENT I
Grade Placement: 9-12
Prerequisites: None
Credit: 1

LAW ENFORCEMENT I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime

CRIMINAL INVESTIGATIONS (Coming 2025-2026)
Grade Placement: 9-12
Prerequisites: None
Credit: 1

CRIMINAL INVESTIGATION is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

LAW ENFORCEMENT II (Coming 2026-2027)
Grade Placement: 9-12
Prerequisites: None
Credit: 1

LAW ENFORCEMENT II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

FORENSIC SCIENCE

Grade Placement: 11-12
Prerequisite: Biology & Chemistry or IPC or Physics (1 of the 3)
Credit: 1 CTE/Science credit

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 apply science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. 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. Students will learn the history, legal aspects, and career options for forensic science.

S.T.E.M. - SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

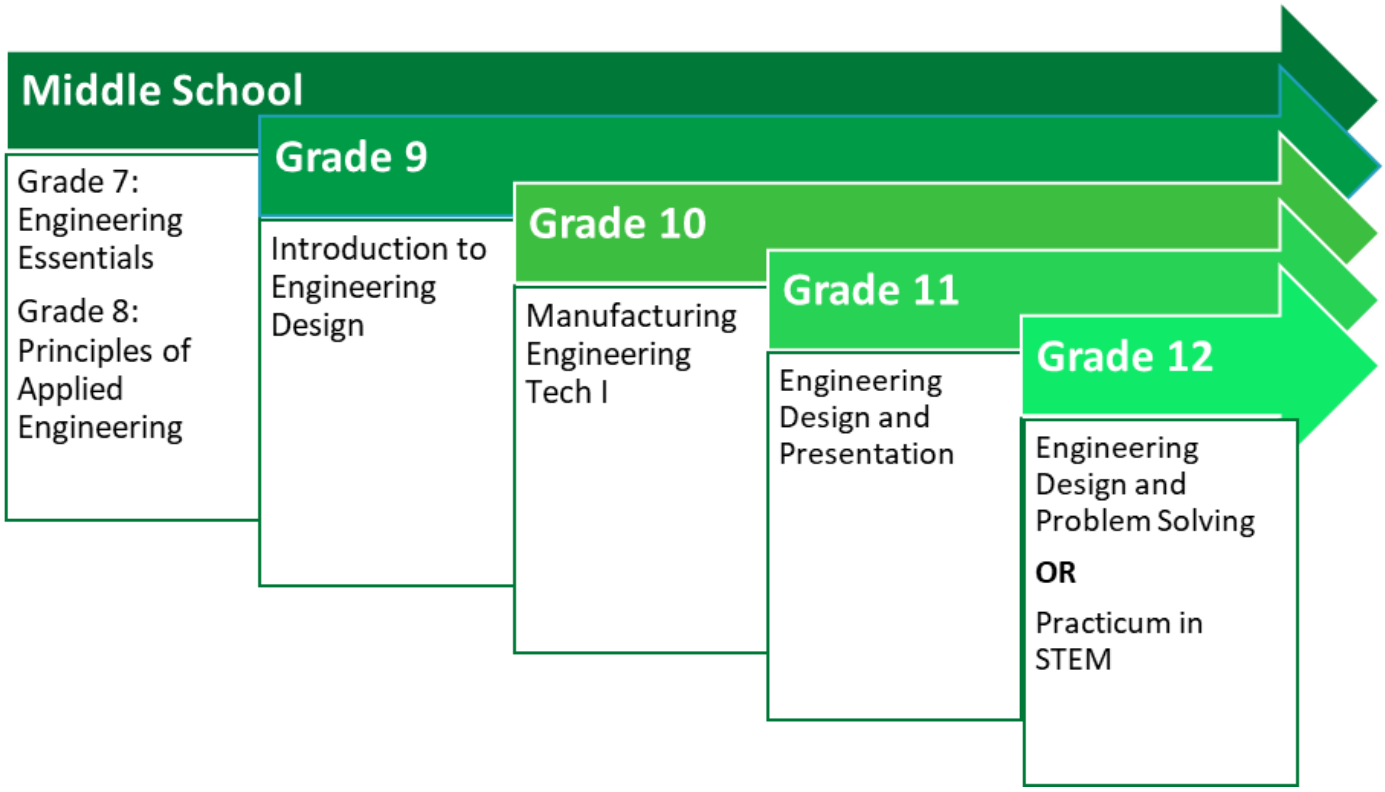
Engineering Foundations

Engineering



The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Engineering Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	105

S.T.E.M. - Engineering Foundations
Also Electrical Engineering, Civil Engineering, and Aerospace Engineering

INTRODUCTION TO ENGINEERING DESIGN
Grade Placement: 9-10
Prerequisites: None

INTRODUCTION TO ENGINEERING DESIGN (IED) is an activity-project-problem-based course designed to build on foundational engineering concepts with an emphasis on the application of modeling in the engineering design process to develop solutions. Embedded throughout the course are important engineering concepts, such as engineering mindset, systems thinking, and computational thinking. Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems.

MANUFACTURING ENGINEERING TECHNOLOGY I
Grade Placement: 10-11
Prerequisites:

MANUFACTURING ENGINEERING TECHNOLOGY I provides students the opportunity to acquire highly valued skills in an innovative, hands-on learning environment. The program features integrating experiences through which students participate in all aspects of a manufacturing enterprise, from materials and processes to safety, design, automation, quality and lean manufacturing. Armed with these skills, students can pursue rewarding, growth-oriented careers in such diverse industries as plastics, automotive, biomedical, electronics, aerospace, machining and other high value manufacturing sectors.

ENGINEERING DESIGN & PRESENTATION I - Dual Credit
Grade Placement: 11
Prerequisites: Manufacturing Engineering Technology (concurrent enrollment)

ENGINEERING DESIGN & PRESENTATION I students 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 AND PROBLEM SOLVING* DC
Grade Placement: 12
Prerequisites:

ENGINEERING DESIGN AND PROBLEM-SOLVING is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting

factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution.

PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
Grade Placement: 12
Prerequisites: Engineering Design & Presentation
Credit: 2

Practicum in STEM 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. Practicums may occur at paid or unpaid experiences. Off-campus experiences do require students to attend class one time per week or as assigned by their instructor.

S.T.E.M. - SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

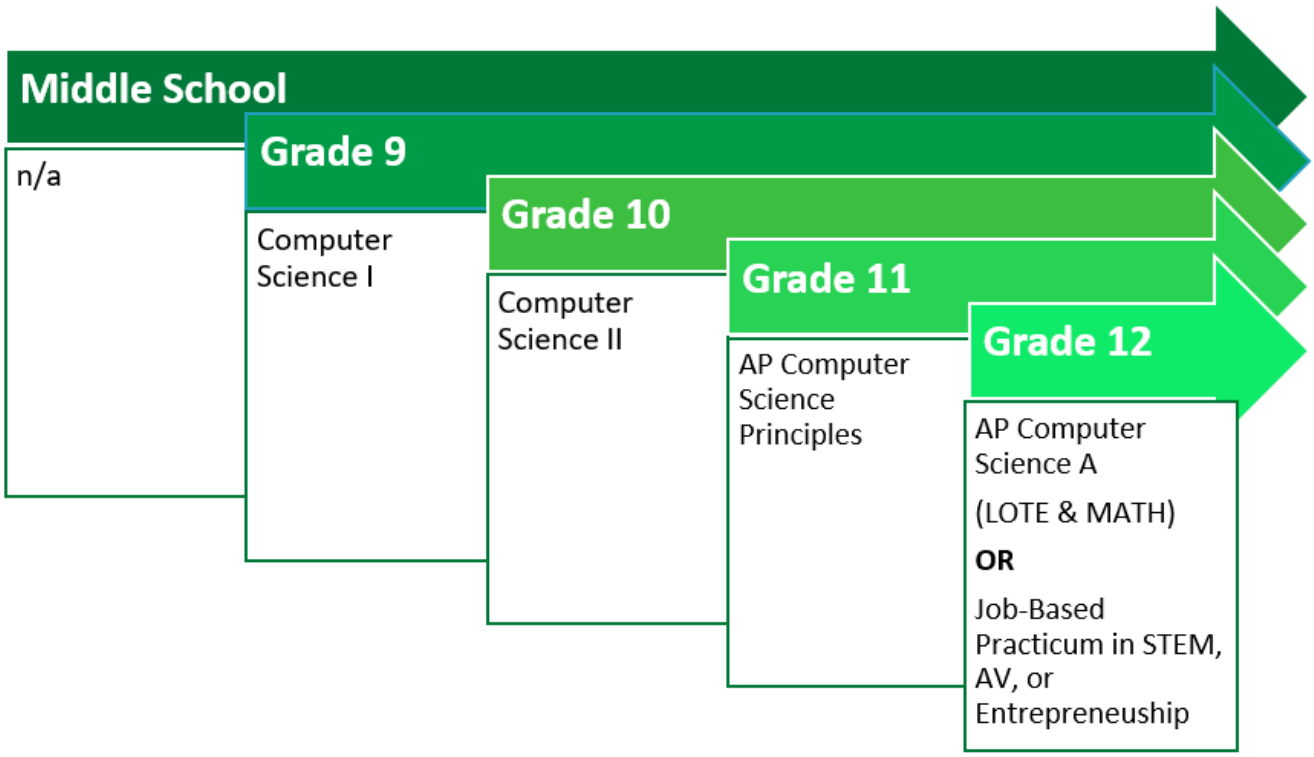
Programming and Software Development

Information Technology



The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and scripts that allow computer applications to run.

Programming and Software Development Course Sequence:



Aligned Occupations:

Occupations	Median Wage	Annual Openings	% Growth
Software Developer, Systems Software	$103,334	2,985	25%
Software Developers, Application	$104,499	6,311	30%
Computer Programmers	$79,893	1,454	9%

STEM - Computer Science

COMPUTER SCIENCE I
Grade Placement: 09-12
Prerequisite: Algebra I
Credit: 1

COMPUTER SCIENCE I engages students in a variety of technology applications through the study of technology- related terms, concepts and data-input strategies. Problem- solving, programming, policy, etiquette and information acquisition are key components. Computer Science 1 counts for a foreign language credit.

AP COMPUTER SCIENCE PRINCIPLES
Grade Placement: 10-12
Prerequisite: Computer Science I
Credits: 1

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. AP Computer Science Principles counts for a foreign language credit.

GAME PROGRAMMING & DESIGN
Grade Placement: 10-12
Prerequisite: Computer Science I
Credits: 1

GAME PROGRAMMING & DESIGN is an introduction to computer game development. Topics include the history of game development, player motivation, game elements, storytelling, characters, game play, level design, interface design, audio, project management, production, marketing and maintenance.

Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

AP COMPUTER SCIENCE A
Grade Placement: 10-12
Prerequisite: AP Computer Science Principles
Credit: 1

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. lays a foundation in problem solving, critical thinking, and algorithmic development and then introduces students to the basics of Web development, programming, robotics, data science, and artificial intelligence.

COMPUTER SCIENCE II
Grade Placement: 10-12
Prerequisite: Computer Science I
Credits: 1

COMPUTER SCIENCE II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

COMPUTER SCIENCE III
Grade Placement: 10-12
Prerequisite: Computer Science I
Credits: 1

COMPUTER SCIENCE III is a continuation of Computer Science II. Problem solving and program development techniques emphasizing **modular design**. Includes advanced programming topics such as …..class design, records, strings, pointers, and bit manipulation.

PRACTICUM IN STEM
Grade Placement: 12
Prerequisite: Geometry
Credit: 2 -3

In the PRACTICUM IN STEM class, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.
Practicums may occur at be paid or unpaid experiences. Off-campus experiences do require students to attend class one time per week or as assigned by their instructor.

PRACTICUM IN ENTREPRENEURSHIP (JOB-BASED)
Grade Placement: 11-12
Credit: 2

PRACTICUM in ENTREPRENEURSHIP provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner vs. the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. 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.
Practicums may occur at paid or unpaid experiences at a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Practicum in Entrepreneurship is a job-based learning experience. Students working off campus must attend one period of instruction per week with the teacher of record.

COLLEGE & CAREER GUIDANCE RESOURCES

The following are websites you may find helpful for college & career planning:

CAREER PLANNING	
ASVAB Career Exploration	www.asvabprogram.com
My Majors Quiz	www.mymajors.com
Labor Market Career Information (LMCI)	http://www.lmci.state.tx.us/
Texas Consumer Resource for Education Workforce Statistics (TxCREWS)	www.thecb.state.tx.us/apps/txcrews/
Texas Genuine	www.texasgenuine.org
Texas ONCOURSE	www.texasoncourse.org
Texas Reality Check	www.texasrealitycheck.com
COLLEGE PLANNING	
College Search	https://bigfuture.collegeboard.org/ college- search
College for Texans	www.collegeforalltexans.com
Texas Gear Up	www.ownyourownfuture.com
COLLEGE FAIRS AND VIRTUAL TOURS	
College Week Live	www.collegeweeklive.com
Virtual Campus Tours	www.ecampustours.com/campus- tours.aspx
National College Fairs	www.nacacnet.org
COLLEGE APPLICATION	
Apply Texas (Texas colleges)	www.applytexas.org
Common Application (national colleges)	www.commonapp.org

FINANCIAL AID & SCHOLARSHIPS	
Adventures in Education	www.aie.org
Every Chance Every Texan	www.everychanceeverytexan.org
Scholarship Search	www.ecampustours.com/scholarship- search
Paying for College	http://www.ecampustours.com/
	for- students/paying-for-college#.VPDaRE10wiA
FAFSA (Free Application for Federal Student Aid)	www.fafsa.ed.gov
COLLEGE ADMISSION EXAMS	
ACT	www.actstudent.org
SAT	https://sat.collegeboard.org/home
TEST PREP RESOURCES	
Khan Academy (Free SAT Prep)	www.khanacademy.org/test-prep/sat
Free SAT & ACT Prep	www.number2.com
ACT Prep	www.actstudent.org/testprep
SAT Prep	https://sat.collegeboard.org/practice

TISD CTE Non-Discrimination Statement (English)

1. Terrell Independent School District offers career and technology education programs in agriculture, welding, automotive, engineering, information technology, business management, marketing & sales, entrepreneurship,health science technologies, nursing, legal studies, and teaching and learning. Admission to these programs is based on interest and aptitude, age appropriateness, and class space available.

2. Terrell Independent School District does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

3. Terrell ISD does not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, Career and Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

4. It is the policy of Terrell Independent School District to provide a free, appropriate education to all students consisting of regular and special education and related aides and services in career and technology education programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non- disabled persons are met and are based upon adherence to provisions set forth in 34 CFR 104.33-104.36; 34 CFR 104.31- 104.40; (see also standards under V-C, V-D, V-E, V-F, V-G, and V-H).

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

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

7. For information about your rights or grievance procedures, contact the Title IX Coordinator,Derrell Coleman, at **972-563-7504,** 700 N. Catherine, Terrell, Texas 75160 and/or the Section 504 Coordinator, Jammie Hayes, 972-563-7580.

TISD CTE Non-Discrimination Statement (Spanish)

1. Terrell I.S.D. ofrece programas de educacion vocacional y tecnologica en agricultura, negocio, ciencia de salud, mercdotecnia, fabricación, STEM, justicia criminal. Admision a estos programs se basa en interes y habilitacion, edad apropiada, y espacio disponible.

2. Terrell I.S.D. de no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados.

3. Es norma de Terrell I.S.D. de no discriminar por motives de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o activades vocacionales, tal como lo requiren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Titulo IX de las Enmiendas en la Educacion, de 1972, y la Seccion 504 de la Ley de Rehabilitacion de 1973, segun enmienda.

4. Es norma de Terrell I.S.D. de no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Titulo VI de la Lay de Derechos Civiles de 1964, según enmienda; al Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sesión 504 de la Ley de Rehabilitacion de 1973, según enmienda.

5. Está escrito en el reglamento de Terrell I.S.D. el proveer educación adecuada y gratuita a todos los alumnos que son parte del programa de educación especial o regular y que reciben ayuda o servicios en programas educativos relacionados con educación vocacional y tecnológica, diseñados para cumplir con las necesidades educativas individuales de personas incapacitadas del mismo modo en que se cumplen las ecesidades de personas no incapacitadas y esto está basado en las provisiones señaladas en 34 CFR 104. 36;34 CFR 104.31-104.40; (también ver bajo V-C, V-D, V-E, V-F, V-G, V-H).

6. Terrell I.S.D. tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua ingles no sea un obstáculo para la admission y participación en todos los programas educativos y vocacionales.

7. Para información sobre sus derechos o procedimientos para quejas, comuniquese con el Coordinador del Titulo IX, y/o el Coordinador, Derrell Coleman, at **972-563- 7504,** 700 N. Catherine, Terrell, Texas 75160, de la Sección 504, Jammie Hayes, 972-563- 7580.