



Lago Vista
Independent School District

**High School
Course Guide
2017-2018**

Lago Vista Independent School Guide

High School Course Guide

LAGO VISTA HIGH SCHOOL

Heather Stoner, *Principal*

Justin Walker, *Assistant Principal*

Sherri Sneed, *Counselor*

BOARD OF TRUSTEES

Scott Berentsen, *President*

Sharon Abbott, *Vice President*

Laura Vincent, *Secretary*

Stacy Eleuterius, *Trustee*

Jerrell Roque, *Trustee*

Tom Rugel, *Trustee*

David Scott, *Trustee*

SUPERINTENDENT OF SCHOOLS

Darren Webb

ADMINISTRATION

Dr. Suzy Lofton-Bullis, *Deputy Superintendent*

Melissa Lafferty, *Chief Financial Officer*

Randy Mathisen, *Director of Instructional Technology*

Krystal Colhoff, *Director of Special Education*

Paul Hunt, *Director of Technology*

Stacie Davis, *Principal of Lago Vista Intermediate School*

Michelle Jackson, *Principal of Lago Vista Elementary School*

Craten Phillips, *Athletic Director*

DISTRICT MISSION STATEMENT

Lago Vista ISD will equip students for the rigors of the 21st century by preparing them for a global-based digital economy. Lago Vista ISD will be recognized as a leader in educational innovation through technology, facilities, curriculum, volunteerism, and instruction.

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any 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. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.



LAGO VISTA INDEPENDENT SCHOOL DISTRICT

P.O. Box 4929 Lago Vista, TX 78645
(512) 267-8300 • (512) 267-8304 (Fax)

Dear Parents and Students,

Lago Vista Independent School District is proud to offer an academic program designed to prepare all students for success on the path to high school graduation and beyond. At the secondary level, students have the opportunity to choose from a full range of courses, including advanced academics, an array of career and technology programs, fine arts, and a comprehensive selection of elective courses.

In middle school and high school, reviewing and selecting courses is the most important step in planning an academic program of study. This course guide is provided to assist students and parents in making wise decisions concerning programs and course choices. Please carefully review the information in this guide prior to course selection for the upcoming year. Students are urged to discuss their course choices with their parents and to consider how certain courses meet their individual goals, graduation requirements, and expectations for college and/or career.

It is extremely important that students and parents give careful consideration to selecting appropriate courses. The choices that students make on spring course selection sheets determine the master schedule and teacher assignments for the upcoming year. Please understand that insufficient course enrollment may result in a particular course being removed from the master schedule, so it is important to pay attention to alternate elective choices during the course selection process. The campus reserves the right to cancel any course offering if a minimum student enrollment requirement is not met or if a certified staff member is not available to teach the course.

Lago Vista ISD staff will help inform, monitor, and advise students and parents regarding programs of study and graduation requirements, but it is ultimately the responsibility of both students and parents to select courses that meet individual goals and graduation plan requirements. If you have any questions, or need more information about the various resources, services, and programs available, you are encouraged to contact the campus counselor.

With careful and thoughtful planning, along with strong communication with teachers, counselors, administrative staff and parents, secondary students will be well on their way to achieving success in their academic pursuits at Lago Vista ISD.

Sincerely,

A handwritten signature in blue ink that reads "Suzy Lofton-Bullis". The signature is written in a cursive, flowing style.

Dr. Suzy Lofton-Bullis
Deputy Superintendent
Lago Vista ISD

Scheduling Information

Course Selection & Availability

Courses are offered according to student need and teacher availability. It is very important that students and parents give careful consideration to selecting appropriate courses each spring in preparation for the following year.

The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

Schedule Corrections

Schedule corrections will be considered during the first week of school for the following reasons only:

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisites for a course.
- Course credit was previously received (e.g., through summer school, transfer coursework, correspondence courses, credit by examination, etc.)
- A data entry error made by the school (e.g. two first period classes, a schedule that does not contain the full number of classes, etc.)
- Student has been dismissed from a program where approval must be granted for placement.
- Student has previously failed this course with the same teacher.

Schedule corrections do not require a parent signature.

Schedule Change Requests

After the initial student course selections made during the spring semester, any request to change a schedule for reasons other than those listed above will be considered only in the event of a compelling educational circumstance and will require administrator approval and a parent signature. These requests need to be submitted to the Guidance Office by August 15th. In order to schedule efficiently and effectively, student schedules will not be changed to select different teachers, lunch periods, or alternate elective. Please see the exit guidelines for high School Pre-AP or AP courses for information on course-level changes.

General Information

Attendance

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. By failing to meet

state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the student handbook for additional information.

Career & Technical Education Courses

All students have the opportunity to enroll in Career and Technical Education (CTE) courses along with the more traditional core academic courses. Ideally, students create balanced 4-year plans that include the best of both academic and CTE classes. Enrollment in CTE courses is open to all qualified students without regard to race, color, creed, religious affiliation, sex, or handicapping conditions.

Credits Earned in Middle School

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. Satisfactory completion of high school courses in middle school shall be reflected on the student's academic achievement record, and the student will be awarded state graduation credit. Grades earned in high school courses take in middle school will be included in the student's high school Grade Point Average (GPA), as specified in policy.

Students who satisfactorily complete Algebra I and/or Geometry in middle school should plan to continue with higher-level mathematics courses in grades 9-12.

Students who successfully complete Spanish I in middle school may use this unit earned to satisfy one of the two LOTE credits required for graduation.

Students who successfully complete Marching Band/Concert Band in middle school may use this unit earned to satisfy the fine art credit required for graduation and may count the course as a .5 PE substitution. Band is excluded from rank calculations.

Credit Recovery for Failed Courses

Lago Vista ISD uses an online self-paced computer program for credit recovery primarily for juniors and seniors. Students work on the computer during the school day as a scheduled class or during scheduled time outside the school day (including summer school) to regain credits for courses in which they have already taken, but failed.

There is an application process to be in the Viking Learning Center (VLC) courses that includes a minimum grade and attendance requirements. Students must apply and be approved by the campus principal to be in the credit recovery class period. See the campus counselor for more information on credit recovery eligibility.

Student athletes need to check with the NCAA Eligibility Center concerning their policy for accepting or rejecting CBEs, correspondence courses, Odyssey Ware courses, etc. at <http://www.eligibilitycenter.org>.

Eligibility Requirements for UIL Activities

Lago Vista ISD competes in a number of academic and athletic extra-curricular activities to provide enrichment opportunities for students. To participate, students must maintain academic eligibility. To do so, students must maintain a grade of 70% or higher in all academic subjects other than UIL exempt or locally exempt advanced courses.

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purposes of extracurricular eligibility, but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

Lago Vista ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level course work. Students may be granted a waiver if they fail an advanced academic (Pre-AP, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent. Students will only be eligible for one waiver per course, per academic year. All UIL Eligibility Waivers require administrator approval, approval of the coach/sponsor, and a parent signature.

Gifted and Talented Program

In Lago Vista ISD, the needs of Gifted and Talented students are met in several ways. In the four core subject areas – Language Arts, Mathematics, Science and Social Studies – identified gifted students may choose to participate in Pre-Advanced Placement and Advanced Placement courses with gifted instruction being provided by teachers trained in both Gifted Education and Advanced Placement methodologies. Identified gifted students may also choose to participate in the Independent Study Mentorship (ISM) course.

In order for students to remain active in the G/T Program, they must participate in Pre-AP, AP, Dual Credit, or ISM coursework. Students who do not participate in any of these courses may choose to “furlough” those requirements for a year. If a student furloughs for more than one year, they may be exited from the program.

Grading

Report cards are issued each nine weeks throughout the school year. In addition to report cards, the school also distributes interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for additional information. The following letter and number grading scale applies to all mastery-related grade-levels:

- A 90 -100
- B 80 - 89
- C 70 - 79
- F 69 or below

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the nine-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

Calculation of Yearlong Average

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

- 1st Semester = 50%
- 2nd Semester = 50%

Grade Averaging

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70%. Students transferring in during the spring semester with a failing grade in the fall semester of the same academic year may receive a passing grade for the year under this policy.

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70%, the District shall award the student credit for the semester with the passing grade. The student will be required to retake the semester in which he or she earned the failing grade.

Honor Roll

All A Honor Roll - Students must be taking at least four classes and have an un-weighted grade point average of 4.0 or above in all classes.

A & B Honor Roll - Students must have an un-weighted grade point average of 3.75 or above and grades not lower than 3.0 in 2 classes and a 4.0 in all other classes.

Note: Pass/Fail classes and dual credit classes for which 9-weeks grades are not reported do not count toward Honor Roll.

GPA and Class Rank

Class rank is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level. All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. Courses are weighted for rank based on the level of difficulty. For example, given 150 students in a grade level, the highest ranked student (number one) would be reported as 1 of 150; lowest ranking student would be reported as 150 of 150.

Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes. Class ranking shall be determined by averaging all semester grades earned in grades 9–12, with the exceptions noted below. Courses taken in middle school for state graduation credit shall also be used for class rank calculation. Grades transferred from other schools shall be credited in

conformity with the course descriptions approved for the established grading system.

Grades earned in band, physical education, athletics, any academic course substituted for physical education, any type of student aide elective, a pass/fail course, credit earned by exam (with or without prior instruction), courses taken through credit recovery, courses taken through summer school, courses taken in any non-accredited school, including homeschool, or any local credit course shall not be used for class rank purposes.

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, Pre-AP, and other eligible courses listed in policy shall receive extra weight.

Grade Level Classifications

All students entering high school as a freshman will need to meet the following credit requirements.

Freshman	1st year	0-6.5 earned credits
Sophomore	2nd year (+)	7-13.5 earned credits
Junior	3rd year (+)	14-20.5 earned credits
Senior	4th year (+)	21 earned credits

These classifications are based on the number of credits actually completed prior to registration.

Language Other Than English (LOTE) Substitutes

The Foundation High School Program (FHSP) requires a student to have two levels in the language other than English (LOTE). If a student, in completing the first credit in LOTE with a 70- or above, demonstrates that he/she is unlikely to be able to complete the second level, a committee consisting of the LOTE Level 1 teacher, the principal or designee, and the student's parent/guardian will be formed to determine if one of the following substitutions will be allowed:

- Level I of a different LOTE course (If course is offered and there is availability)
- World Geography (If course is offered and there is availability; Cannot fulfill another graduation requirement under the FHSP)
- World History (If course is offered and there is availability; Cannot fulfill another graduation requirement under the FHSP)
- Special Topics in Language and Culture

If a substitution is granted then it will ONLY satisfy the credit required for the LOTE Level II course and will not be considered as part of a coherent sequence of LOTE courses required for any endorsement. In addition, it may not fulfill the requirement for admissions into the college/university for which the student is applying, as most universities want two years of the same foreign language (LOTE class); and the substitution course does not fulfill this requirement. It is the student's responsibility to check with the college/university to determine admission requirements.

A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute a combination of two credits from:

- English Language Arts
- Mathematics

- Science
- Social Studies
- Career and Technical Education
- Technology Applications

The determination regarding a student's disability to complete the LOTE credit requirements will be made by:

- The student's ARD committee if the student receives special education services, or
- The committee established for the student under Section 504 of the Rehabilitation Act of 1973.

NCAA Guidelines

The National Collegiate Athletic Association (NCAA) is an organization that determines if a high school athlete qualifies to receive scholarship monies from Division I or Division II colleges or universities. No university may award a scholarship to a student without the approval of the high school student's high school transcript by the NCAA. Students who are interested in competing at the university level are encouraged to be well informed of the requirements for NCAA approval. Students should register with the NCAA at the Student Eligibility Center their junior year in high school and order an official transcript from LVISD to be sent to the NCAA Clearinghouse. Final approval by NCAA for a scholarship will be made upon the receipt by the NCAA of a final Graduated Transcript sent by LVISD the month after a student graduates from LVHS. The NCAA requires specific courses and grades as well as corresponding ACT or SAT test scores for approval. Please see the campus counselor for details. Student athletes should check with the NCAA Eligibility Center concerning their policy for accepting or rejecting summer school, CBEs, correspondence courses, Odyssey Ware courses, etc. at <http://www.eligibilitycenter.org>.

Personal Graduation Plans

A Personal Graduation Plan (PGP) will be designed for each student and will include, among other items, the student's educational goals and a program of studies for the student.

Physical Education Substitutions

Physical Education substitution credit may be awarded for successful completion of certain courses based on the physical activity in the courses. Students may earn Physical Education substitution credits through participation in the following physical activities: Marching Band (one credit maximum); and Athletics (four credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned. In order for a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Upon completion of one semester's participation in one of these activities, the student is awarded a PE substitution credit.

Required Instruction

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics,

Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

Section 504 Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Section 504 and the ADA cover three types of students: (1) those who have a disability (2) those who have a record of a disability and; (3) those who are regarded as having a disability. Only students in the first group (they have a physical or mental impairment that substantially limits a major life activity, thus a disability) are eligible for services under Sec. 504 and the ADA. Parents, teachers, administrators, or any other District employees who know of or suspect a student may have a disability, or may require special services, should contact the campus Section 504 Coordinator for information regarding evaluation and services.

Dyslexia Services

LVISD offers services for students who are identified as dyslexic. Dyslexia services are designed to provide comprehensive reading, writing, and spelling instruction for students who have been identified as dyslexic. The program provides a continuum of services that address phonemic awareness, grapho-phonemic knowledge, language structure, and linguistic patterns and processes. The Section 504 committee on each campus determines placement in the dyslexia program.

Special Education Services

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment, and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teacher, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process. The District curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

Transcript of Credits

Many schools and colleges require students to submit a copy of their high school record before entering. If students plan to move to another school district, students should request the registrar to send the transcript to the student's new school at the time of withdrawal. If a student plans to attend college, the transcript should be requested sufficiently early for receipt by

the college registrar before the end of July. Transcripts will be sent only by request. Students under the age of 18, who want their test scores sent to a college, must have a parent signature of approval.

Transfer Credit

A student who transfers into the District high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses offered in the District and the grade point scale or weighted numerical grade average used for credit earned in the District. Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Transfer Placement

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit.

A student enrolling from Texas nonpublic schools or from out of state or out of the country (including home schooling) will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. Students may be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

Graduation Program Information

Preparation for Graduation

Students are encouraged to meet on a regular basis with their counselor in preparing a graduation plan and checking on progress toward fulfilling the academic requirements for graduation. The ultimate responsibility for ensuring that all requirements are met rests with the student and his/her parents.

Foundation High School Program (FHSP)

Students enrolled in high school in the 2014–2015 school year and after graduate under the Foundation High School program. The District credit requirements under these programs are listed below.

Foundation High School Program (FHSP) Only

The FHSP without an endorsement (22 credits) can be considered at the beginning of the junior year. However, this requires that a meeting be held with the counselor, parent/guardian, and student to discuss post-secondary implications.

The District requires completion of 6 credits (28 credits total) in addition to the number required by the state for graduation under the Foundation High School Program without an endorsement. Graduation under the FHSP without an endorsement shall be permitted only as authorized under state law and rules.

Foundation High School Program (FHSP) with Endorsement

The FHSP with an endorsement requires a minimum of 26 credits. Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Achieved endorsements will be noted on high school diplomas. Students can earn an endorsement by successfully completing the “Program of Study” requirements in the endorsement areas. Please see the specific course requirements for each program of study area listed in the course guide.

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with an Endorsement.

Distinguished Level of Achievement

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an endorsement and complete Algebra II. ***Qualification for Automatic Admission (top 10%) to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.***

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with the Distinguished Level of Achievement.

Performance Acknowledgements

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript and diploma for outstanding performance in a dual credit course; in bilingualism and bi-literacy; on a college AP exam or IB exam; on the PSAT, ACT-PLAN, SAT or ACT; and by earning a nationally or internationally recognized business or industry certification or license.

Bilingualism and Bi-literacy Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with LVISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
2. Satisfying one of the following:
 - Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

- Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
- Demonstrated proficiency in one or more languages other than English through one of the following methods:
 - A score of 3 or higher on a College Board AP exam for a language other than English; or
 - A score of 4 or higher on an IB exam for a higher-level language other than English course; or
- Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements to earn a Performance Acknowledgement in bilingualism and bi-literacy, an English language learner must also have participated in and met the exit criteria for a bilingual or English as a Second Language (ESL) program and scored at the Advanced High level on the TELPAS.

Dual Credit Performance Acknowledgement

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

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

AP Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance on an AP exam by earning a score of 3 or above on at least one AP exam.

PSAT, the ACT-PLAN, the SAT, or the ACT Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student’s diploma and transcript for outstanding performance on the PSAT, the ACT-PLAN, the SAT, or the ACT by:

1. Earning a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board; or
2. Achieving the college readiness benchmark score on at least two of the four subtests on the ACT-PLAN exam;
3. Earning a combined reading and mathematics score of at least 1250 on the SAT; or
4. Earning a composite score on the ACT exam of 28 (excluding the writing sub-score).

Business or Industry Certification or License Performance Acknowledgement

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

1. Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
2. Performance on an exam sufficient to obtain a government-required credential to practice a profession.

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

- A national or international business, industry, or professional organization, or
- A state agency or other governmental entity, or
- A state-based industry association.

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students;
- Represent a student's substantial course of study and/or end-of-program knowledge and skills;
- Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

STAAR (State of Texas Assessments of Academic Readiness) End of Course Requirements for Graduation

Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology, and U.S. History. In order to graduate, a student must meet or exceed the passing score on each STAAR EOC assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students needing to retest. Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content-area preparatory class and take an end-of-course assessment for that course. Retests will be offered during the summer, fall, and spring administrations of STAAR. Specific substitutions for EOCs are allowed and include AP, IB, PSAT, ACT-PLAN, SAT, and ACT scores. It is the student's responsibility to check with their counselor to determine if he/she is eligible for a substitution. The ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma.

A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a

Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.

Graduation Ceremony Participation and Diploma Requirements

The following guidelines will be used students to be able to participate in the graduation ceremony and receive a diploma:

1. To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing.
2. Students may only participate in 1 graduation ceremony.

Early Graduates

To be eligible to graduate early, a student shall complete all coursework and state-mandated testing required of the ninth grade class in which he or she begins high school. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

Early graduates shall not be eligible for valedictorian or salutatorian honors.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District calculates class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law.

The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law.

All eligible students whose rank point averages comprise the top ten percent of the graduating class as determined by the District's class rank procedure described in this policy shall be recognized at graduation. The residency requirement necessary for valedictorian and salutatorian shall not be applicable to these students.

The valedictorian and salutatorian shall be the eligible students with the highest- and second-highest ranking as determined by the District's class rank procedure. In order to be awarded valedictorian and salutatorian honors, a student must complete the foundation program with at least one endorsement. To be eligible, a student must also have been continuously enrolled in the District high school for the three semesters immediately preceding graduation.

Pre-AP and AP Courses

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or Dual Credit. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

To be successful in advanced academic courses, students are expected to have:

- The ability to go above and beyond what is asked;
- Good time management skills;
- Strong reading and writing skills;
- High interest in subject matter;
- The willingness to accept critical feedback; and
- The ability to know when and how to ask for help.

Characteristics for Success in Advanced Courses

While Lago Vista ISD encourages all students to access advanced coursework, parents and students should carefully weigh this decision carefully. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes.

In order to ensure success in advanced courses, students who wish to enroll in these courses are expected to demonstrate the following characteristics:

- _____ Reads on or above grade level
- _____ Strong study skills and self-motivation
- _____ Proficient oral and written communication skills
- _____ Self-discipline to plan, organize, and carry out tasks to completion
- _____ Interest and self-directedness in a particular subject

Students and parents are encouraged to carefully review the entry guidelines included in this course guide for additional information on enrolling in advanced coursework.

How Many Advanced Courses Should a Student Take?

Students are encouraged to challenge themselves but also to find a balance among advanced courses, extra-curricular activities, and outside activities. Students should not feel that they have to take all classes at the Pre-AP/AP level. Consideration for the number of advanced courses a student should take depends on the student's motivation, self-discipline, and available time outside of class. Students are encouraged to take advanced courses that are appropriate to their interests and academic strengths.

Pre-Advanced Placement (Pre-AP) Courses

Pre-AP courses are designed to challenge students beyond grade-level academic work and to prepare students for Advanced Placement courses and include a special focus on the subject-specific activities a student will later encounter in a related high school Advanced Placement course. It is

recommended, but not required, that students wishing to take AP courses participate in Pre-AP courses. To this end, the district has developed an inclusive enrollment model for Pre-AP courses. Students are encouraged to access the more rigorous coursework in which they can be successful, which is generally defined as earning a C or better for the semester average.

Pre-AP courses at the high school include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material requires students to read and write extensively in and out of class. All students are encouraged to take at least one (1) advanced academics course each year of their high school experience.

Advanced Placement (AP) Courses

Advanced Placement Courses are developed by the College Board and are designed to provide college level studies for high school students using college level materials and strategies. Amount and depth of material requires students to read and requires students to develop advanced reasoning and problem solving skills.

Students enrolled in AP courses are strongly encouraged to take the AP exam to potentially receive college credit. College Board AP courses are offered in Lago Vista ISD for the highly motivated student who chooses to be challenged by college-level coursework in particular subject areas. AP Exam scores range from 1-5, with most colleges awarding credit hours for scores of three or better.

AP Examinations & Fees

The student is responsible cost of all fees for Advanced Placement examinations. Fees are greatly reduced for students with proven financial need as evidenced through the free or reduced lunch program. ***Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the additional weighted GPA multiplier.***

AP and Pre-AP Grading Policies

Student performance is evaluated on rigorous standards appropriate for the grade and content of the course. Courses are weighted when figuring class rank; however, actual grades earned will appear on all report cards and transcripts. In order to receive weighted points at the semester for an AP or Pre-AP course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course. If the course is dropped within a semester, the unweighted grade transfers to the new class.

Summer Assignments for Pre-AP and AP Courses

In order to address the skills and expectations that comprise advanced coursework and assessments, many Pre-AP and AP courses include required summer reading and writing assignments to allow for the breadth and depth of content needed to appropriately address requirements for the course. The requirement of summer assignments for advanced courses is an established convention at most schools offering these courses.

Reading and writing over the summer help to keep the students' minds "in the game" and add to the content area knowledge and skills needed for success in the course. Also, students in a given class arrive in August having had a common knowledge base and experience, which provides for immediate instructional opportunities. This requirement determines the pacing of curriculum, which must be accelerated due to the advanced nature of these courses.

Required pre-course assignments are necessary because:

- It is to the students' benefit to utilize the summer in completing some of their reading in order to positively affect pacing of work throughout the school year.
- We begin the first day ready for discussion and learning, which also positively affects pacing of work throughout the year.
- Students must be strong readers and pre-course reading encourages students to practice and improve reading skills even during the summer months.

Works Selection

Instructors select works based upon the scope of the course curriculum. Every work selected offers relevance to some component of study set forth by the state of Texas through the TEKS or to the corresponding course framework set forth by the College Board or partnering institution.

Accessing Materials

If possible, students should purchase their own copies of required readings. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. Students may buy these books at local bookstores or for a reduced cost online. Students may also check out chosen works from the public library or find digital copies online. However, with these formats, students will not be able to take notes within the text itself. If these options are not viable, the District does have a limited number of some titles available, but these may not be annotated in or marked on in any way. These books will be distributed on a first-come, first-serve basis. Those interested may contact the course teacher, preferably prior to the last day of school in the preceding year.

New and Transfer Students

New and transfer students are expected to fulfill summer assignment requirements, but extended time may be given depending on time of enrollment.

Exit Guidelines for High School Pre-AP or AP Course

The following guidelines apply for any student who wishes to exit a Pre-AP or AP course. Prior to any consideration to exit a Pre-AP or AP course:

1. It is expected that a student seek assistance when needed (e.g., tutorials) to be successful in the course.
2. It is expected that a student complete all assignments that are due for the course (includes taking advantage of the reassessment opportunities available); and
3. It is expected that a student will remain in the course for at least one semester.

A student requesting to exit a Pre-AP or AP course must petition the campus counselor in writing with a parent signature. The petition for exit will be considered during an exit conference with a campus administrator, the campus counselor, the student, the student's parent, and teacher.

The campus decision regarding whether to grant the petition to exit a Pre-AP or AP course must consider:

1. Input from the teacher;
2. The student's academic performance in the course;
3. The student's completion of assignments and attendance at recommended tutorials;
4. The availability of space in other courses;
5. The impact on the student's schedule;
6. The timing of the request; and
7. Any extenuating circumstances.

A student experiencing success (able to maintain a C or better for the semester average) should remain in the course, unless there are other extenuating circumstances. A student who earns an "F" at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

College Credit Programs

College credit programs give high school students an opportunity to earn college credit while in high school. In dual credit courses, students enroll in articulated college courses and use the credit earned in those classes as credit toward high school graduation while also earning regular college credit. Lago Vista ISD is proud to offer several programs and options that allow students to earn college credit through the completion of articulated coursework.

Credit Obtained through College Programs

Lago Vista ISD provides opportunities for students to earn college credit through the UT-Austin OnRamps college credit program and the Austin Community College dual credit program. In order to enroll in the college credit courses, students must meet eligibility and enrollment requirements at the participating college. To receive the Dual Credit Performance Acknowledgment under the FHSP, all grades earned must be a "B" or better.

The courses that are currently offered for dual credit with UT-Austin and Austin Community College are included in this guide. This list is subject to change. Students should check with the campus counselor for the most up-to-date list of courses.

It is the student's responsibility to check with colleges and universities to ensure acceptance of specific college credit courses.

Students enrolled in UT-Onramps courses will have grades automatically reported through the course instructor. Students enrolled in ACC dual credit courses must submit an official transcript to the District in order to receive high school credit if they do not allow ACC to report the credit for them.

Students who earn credit through dual credit enrollment may be eligible to receive a performance acknowledgement for the Foundation High School Plan (FHSP) by obtaining 12 credit hours of dual college credit with a grade of a 3.0 or higher.

Dual Credit and FERPA

Under the Family Educational Rights and Privacy Act (FERPA), students are the guardians of their college academic records. Once a student attends an institution of higher education, regardless of age, FERPA rights related to those educational records transfer from the parent to the student. FERPA stipulates that parents of a student attending an institution of higher education have no inherent rights of access to the students' education records. However, there are provisions that allow a student to give written permission for their parent to access to their education record at the college or university in which they are enrolled.

For parents of dual-credit students: Students who are enrolled in both high school and courses at a postsecondary institution provide a unique situation. While the rights under FERPA belong to the parents with respect to high school records, they belong to the student with respect to the postsecondary records. Under FERPA, a parent may not obtain postsecondary academic records or complete college processes for the student without the student's written permission, even if the student is a minor. Likewise, Lago Vista ISD has no access or authority with regard to postsecondary records.

Parents may communicate with a high school instructor about students' high school grades. However, college instructors may not communicate with parent regarding students' college grade. We encourage parents to respect their student's ownership of his/her education record at the college level and seek ways to gain that information while safeguarding the student's rights and responsibilities. The college instructor will make every attempt to communicate with and through the student, as an important maturation point for college students.

Texas Success Initiative Assessment Information

TSI or the Texas Success Initiative is a college readiness standard that must be met by each student who will attend a Texas public college or university. Students who have not met the TSI standard prior to college admission may be required to take developmental math, reading, or writing classes and pay college tuition dollars for these non-college classes.

Lago Vista ISD would like every LVHS senior who graduates to have met these standards prior to graduation. TSI can be met through scores on SAT and ACT and also by meeting score standards on the TSI test. Seniors should contact the campus counselor for additional information. Please contact the individual college or university to see what tests are required and/or accepted.

UT-Austin OnRamps College Credit Program

OnRamps is a pioneering dual credit program coordinated by The University of Texas at Austin. Combining pedagogy, curriculum, and technology, OnRamps provides a University of Texas at Austin quality experience for high school and community college students throughout the state of Texas. OnRamps courses feature face-to-face classroom instruction coupled with online materials and activities that support learning in and outside of the classroom. Each OnRamps course aligns with an existing equivalent course at The University of Texas at Austin, using innovative

pedagogies that train students for higher-order cognitive activities, such as problem solving and application that post-secondary success requires. OnRamps also prepares teachers from across the state of Texas to facilitate UT-designed learning experiences in their classrooms that are designed to accelerate students' success. Teachers are paired with staff at the University for one-on-one support.

Students enroll in a yearlong course taught by their high school teacher for high school credit. Throughout the year, the high school teacher uses OnRamps materials, pedagogy, and online learning tools that are developed by UT-Austin to teach the high school course. After demonstrating college readiness through the course assignments, students may be eligible to enroll in an undergraduate course for college credit. Students are officially enrolled in the college course after eligibility is determined based on student work. Credit is awarded by The University of Texas at Austin, University Extension, or affiliated college in the identified semester.

A student who is eligible for, and successfully completes, the college course will have her/his course grade recorded in the Office of the Registrar at UT-Austin. A student may request an official copy of her/his transcript from the registrar. Each student is advised to check with her/his planned collegiate program, even if she/he plans to attend UT-Austin, before registering for an OnRamps course, to determine course transferability.

Only students who have demonstrated their ability to do college-level work may participate in the undergraduate course. Eligibility for the undergraduate course is determined by successful completion of a series of required assignments that are designated and evaluated by the UT-Austin Instructor of Record. A student must earn a passing grade, determined by the Instructor of Record, on the required assignments to be eligible for the opportunity to be dual enrolled in a UT-Austin course. A student who does not meet this eligibility requirement may appeal in writing to the OnRamps program, if they already meet TSI requirements, or specified criteria by the Instructor of Record to be eligible for dual credit.

UT-OnRamps – High School Credit Only

A student who does not meet this eligibility requirement to enroll in the college credit-bearing portion of the course may continue to be enrolled in the course for high school credit only.

UT-Austin OnRamps Tuition & Fees

As a result of HB1, Article III, which was passed by the 84th Texas Legislature, the Texas Education Agency will reimburse school districts for tuition costs for OnRamps dual enrollment college credit courses taken during the 2015-2016 and 2016-2017 school years. As a result, there was no tuition assessed to students for enrollment in OnRamps courses for the 2016-2017 school year. Continued funding will be determined during the 85th legislative session.

Summer Assignments for UT-Austin OnRamps Courses

In order to address the skills and expectations that comprise advanced coursework and assessments, some OnRamps courses include required summer reading and writing assignments to allow for the breadth and depth of content needed to appropriately address requirements for the course. The pacing of curriculum must be accelerated due to the advanced nature of these courses.

Required pre-course assignments are necessary because:

- It is to the students' benefit to utilize the summer in completing some of their reading in order to positively affect pacing of work throughout the school year.
- We begin the first day ready for discussion and learning, which also positively affects pacing of work throughout the year.
- Students must be strong readers, and pre-course reading encourages students to practice and improve reading skills even during the summer months.

Works Selection. Instructors select works based upon the scope of the curriculum for the course. Every work selected offers relevance to some component of study set forth by the state of Texas through the TEKS or to the corresponding course framework set forth by the partnering institution.

Accessing Materials. If possible, students should purchase their own copies of required readings. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. Students may buy these books at local bookstores or for a reduced cost online. Students may also check out chosen works from the public library or find digital copies online. However, with these formats, students will not be able to take notes within the text itself.

If these options are not viable, the District does have a limited number of some titles available, but these may not be annotated in or marked on in any way. These books will be distributed on a first-come, first-serve basis. Those interested may contact the course teacher, preferably prior to the last day of school in the preceding year.

New and Transfer Students. New and transfer students are expected to fulfill summer assignment requirements, but extended time may be given depending on time of enrollment.

ACC Dual Credit Program

Dual credit courses are offered to students interested in taking college credit courses while still in high school. Students are taught and graded in the same way as college students who take the same course. Students will receive college credit from the partnering institution/college immediately after they complete the course. Most courses will transfer to any public Texas college or university when a student earns a "C" or better. It is the student's responsibility to check with colleges and universities to ensure acceptance of specific college credit courses.

All college level courses are not considered "dual credit" courses; however, there are a variety of courses offered in both the academic and Career and Technology areas. This list may be obtained from the school counselor. Students are responsible for completing the college application

process and for making arrangements to take the online entrance exam prior to enrollment in dual credit courses.

Enrollment in ACC Dual Credit

Students must complete the required ACC college admissions paperwork including college entrance exams. Students are solely responsible for the application and registration process. This process is time sensitive and may take one to four weeks to complete.

ACC Dual Credit Tuition & Fees

Lago Vista ISD is located within the Austin Community College service area; however, the District is not located within the Austin Community College taxing district.

All ACC dual credit students residing outside the ACC taxing district and within the ACC service area are charged a \$150 per-course fee for courses taken at ACC for up to 12 courses per student, after which regular tuition and fees will be charged. This 12 course tuition and fees reduction may only be applied to college credit courses that are a part of the ACC core curriculum, workforce courses leading to a certificate or associate of applied science degree, foreign languages, and KINE 1304/1305. All remaining ACC courses will be assessed regular tuition and fees according to the student's residency.

Students are urged to review payment information carefully during registration for ACC dual credit courses.

Financial assistance for tuition and fees for ACC dual credit may be available for students who demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance.

Failure to pay for your ACC course registration by the deadline will result in being dropped from your dual credit class. A high school course will be placed in your schedule.

Students may be required to purchase textbooks.

ACC Dual Credit Schedule Changes

Schedule changes can be made for ACC dual credit courses during the designated add/drop period for each semester. Classes dropped after the add/drop period has ended will count as a tuition waiver used. Classes dropped after the official reporting date for a session will record as a "W" on official college records and may impact satisfactory academic progress (SAP) for future financial aid eligibility. If you have questions about your SAP status, contact the ACC Dual Credit office.

A student must complete an ACC Add/Drop Form AND must complete an LVISD Schedule Change Request to ensure that the dual credit course drop can be properly processed at both institutions. Failure to complete both forms could result in an F on a student's college transcript.

Students should carefully consider the potential impact of the decision to drop an ACC dual credit course. For dropped dual credit courses, the student will be placed in a high school class that will provide the most benefit to the student while minimizing scheduling conflicts. Course placement will be determined by the availability of space in other courses, which may result in the student being placed in a course that he or she did not select.

ACC Dual Credit Grade Conversion

A student who earns credit in high school through articulated dual credit at ACC shall receive the numerical grade that was earned in the course. A student who earns credit in high school through articulated dual credit for which a letter grade is assigned shall receive a weighted numerical grade average in accordance with the following conversion scale:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Credit earned through dual credit enrollment at ACC counts for both college and high school credit. Students enrolled in ACC dual credit courses must submit an official transcript to the District in order to receive high school credit if they do not allow ACC to report the credit for them.

Austin Community College Dual Credit Timeline	
Summer/Fall Semester	Spring Semester
January ACC Admission Application (NEW Students)	September ACC Admission Application (NEW Students)
February TSI Testing (NEW Students)	Early October TSI Testing (NEW Students)
March/April ACC Advising (NEW & Returning Students)	October/November ACC Advising (NEW & Returning Students)
May ACC Registration Online for Summer	November/Early Dec. ACC Registration Online for Spring
June ACC Registration Online for Fall	

The minimum number of students required to make a section for ACC dual credit courses is 16 enrolled students.

An Important Note About Dual Credit

Before deciding to take a dual credit course, it is highly recommended that students look up a dual credit course prior to enrollment and compare it with the colleges/universities they wish to attend to see if/how the course transfers. The Texas Common Course Numbering System (TCCNS) is a voluntary, co-operative effort among 136 Texas community colleges and universities to facilitate transfer of freshman and sophomore level general academic coursework. To check if a course will transfer to a public institution in Texas, please visit <http://tccns.org/>.

AP or Dual Credit?

AP Considerations

AP courses are high school courses taught by high school faculty. They mirror the rigor of college courses and thus are much more rigorous than regular high school courses. At the end of AP courses, students can take an exam which, depending on how students do, can lead to college credit or placement in a higher college level course. Since these are high school courses, parents are able to remain involved in student's academic environment and can speak to school staff about concerns. Also, grades earned in AP classes do not have to be a part of the permanent college transcript (student has to complete paperwork to claim credit or placement, and if they don't the course will not show on the college transcript).

Dual Credit Considerations

Dual Credit courses are college courses that are graded by college staff. They are true college courses, thus they are more rigorous than regular high school courses. Credit earned in a dual credit course is considered college credit, and can be accepted by any college or university nationwide depending on their transfer credit policy. Parents are not able to be as involved in student's academic environment as colleges treat dual credit students as regular college students and expect to deal only with students and not with parents. High schools are not able to intervene when students who are taking dual credit courses struggle academically. Also, grades earned in dual credit courses will become part of the student's permanent college record regardless of how they do in the course.

Earning College Credit & the Law

As a result of Texas law resulting from the passage of HB 1992, public colleges and universities must grant credit for a score of 3 (or higher) for all AP exams that are determined by the relevant academic department to demonstrate attainment of objectives congruent to those of a course offered by that department.

Likewise, as a result of Texas law resulting from the passage of SB 148, public colleges and universities are required to transfer without prejudice credit earned from one state public institution to another public state institution as long as the course fall with the core curriculum identified by the state. All dual credit courses offered in Lago Vista ISD are part of the state's established core curriculum. This means that all dual credit courses that are passed will transfer to any public college or university in Texas.

Dual credit courses may or may not transfer to out of state or private colleges and universities. Typically students who plan to attend elite private or out of state school benefit from taking AP courses instead of dual credit.



Lago Vista ISD Articulated College Credit Pathways

Lago Vista ISD is proud to offer several programs and options that allow students to earn college credit through the completion of articulated coursework. **Before deciding to take a dual credit course**, it is highly recommended that students look up a dual credit course prior to enrollment and compare it with the colleges/universities they wish to attend to see if/how the course transfers. To check if a course will transfer to a public institution in Texas, please visit <http://tccns.org/>.

Classification	Fall Semester		Spring Semester	
	Course Number	Course Title	Course Number	Course Title
Junior Year	HIST 1301 (ACC) [3 hours] Students must meet TSI in Reading/Writing.	US History	HIST 1302 (ACC) [3 hours] Students must meet TSI in Reading/Writing. Credit in HIST 1301 required.	US History
	ENGL 1301/ENG 306 (UT-Austin) [3 hours]	OnRamps: Rhetoric & Writing	ENGL 1302/ ENG 309 (UT-Austin) [3 hours]	OnRamps: Rhetoric & Writing
		OnRamps Statistics – <i>Non-Dual Credit Semester</i>	MATH 1342/ SSC 302 (UT-Austin) [3 hours]	OnRamps: Data Analysis for the Health Sciences
		OnRamps Computer Fluency – <i>Non-Dual Credit Semester</i>	CS 302 (UT-Austin) [3 hours]	OnRamps: Computer Fluency
		OnRamps Physics I – <i>Non-Dual Credit Semester</i>	PHY 302K (UT-Austin) [3 hours]	OnRamps: General Physics I (Mechanics/Heat/Sound)
Senior Year			MATH 1314 (ACC) [3 hours] Students must meet TSI requirements in Math.	College Algebra
		OnRamps Precalculus – <i>Non-Dual Credit Semester</i>	MATH 2312/ M 305G (UT-Austin) [3 hours]	OnRamps: Preparation for Calculus

Alternate Methods for Earning College Credit

Students may earn high school credit through pre-approved independent co-enrollment in specific courses. Students may also elect to enroll in college coursework for which high school credit is not awarded.

Transfer Credit for Independent Co-Enrollment

Students in high school may elect to independently enroll in courses for college credit outside of the regular school day (in the evenings, on the weekend, during the summer, or through distance learning). High school credit may be earned for pre-approved academic courses only if the student obtains prior administrator approval in accordance with District guidelines. High school courses with a STAAR/EOC examination are not eligible for transfer credit through independent college enrollment.

After administrator approval prior to taking the course and subsequent receipt of a passing grade, the student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before transfer credit can be awarded and added to the student's academic achievement record. It is the student's responsibility to request a transcript to be sent to LVHS. All tuition and associated fees for independent enrollment college courses are the responsibility of the student.

Students will receive regular course weight for transfer credits earned through independent enrollment in college courses. Weighted credit is only awarded for articulated dual credit courses offered through the District and coordinated by the campus. LVISD will allow transfer credit through independent co-enrollment for the following courses:

Economics

ECON 2301 Principles of Macroeconomics
.5 credit for HS Economics

English IV (For Students Without OnRamps ENGL 1302/ENG 309K)

ENGL 1301 Composition I
ENGL 1302 Composition II
ENGL 2322 British Literature
1.0 credit for HS English IV

English IV (For Students With OnRamps ENGL 1302/ENG 309K)

ENGL 1301 Composition I
ENGL 2322 British Literature
1.0 credit for HS English IV

English IV (For Students With OnRamps ENGL 1301/ENG 306 and ENGL 1302/ENG 309K)

ENGL 2322 British Literature
1.0 credit for HS English IV

Government

GOVT 2305 US Government
.5 credit for HS U.S. Government

Health Science

HPRS 1206 Essentials of Medical Terminology
.5 credit for HS Medical Terminology

Co-Enrollment for College Credit Only

Credit earned through co-enrollment in unapproved courses counts only for college credit. Co-enrollment courses do not appear on a student's high school transcript, do not count for high school graduation, and are not used to determine grade point average (GPA). The Texas Legislature has approved 42 core lower-division course credit hours that will transfer to any Texas public college or university. This list can be found on the Austin Community College website.

Alternate Methods for Earning HS Credit

All credits earned through alternative means, as described below, will be used in determining academic honors. All grades earned, including high school courses taken at the middle school, will be used in class ranking except for those courses not included in the ranking system. Grades transferred must be from a four-year accredited high school to be accepted. If a student transfers from an unaccredited school, only grades earned through Lago Vista ISD high school courses will be used for determining averages for ranking for academic honors.

Credit by Examination (CBE)

Credit by examination provides a way for students to receive credit and advance in coursework. Credit by examination is only accepted from approved examinations offered by the University of Texas or Texas Tech University.

Students in grades 1-12 may take an approved CBE exams during any of the four published testing administration periods. Testing administration periods are listed each year in the LVISD Grading Guidelines. A student who is homeless or is in foster care that transfers to the District after the start of the school year may be administered a credit by examination at any point during the school year.

The following restrictions regarding credit by examination apply to all students:

- Regardless of when a CBE is taken and appropriate mastery is demonstrated, placement in a new course/grade level will only occur at the start of a school year (or semester at the start of a semester for semester-length high school courses).
- Unless otherwise specified, a student may attempt a CBE no more than two times for the same course.

There is no limit to the number of credits that can be earned through credit by exam. Parents should consult the LVISD Grading Guidelines or contact the campus counselor for additional information.

Credit by Examination for Acceleration (Without Prior Instruction)

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received. A student wishing to accelerate in a subsequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined. Examinations for acceleration are not available for the five EOC courses: Algebra I, English I, English II, Biology, and US History.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Credit by Examination with Prior Instruction

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination with prior instruction. To participate in the credit by examination with prior instruction, the student must have been enrolled in a formal course as evidenced by:

1. A transcript from an accredited or non-accredited institution; or
2. Other verified documentation that establishes evidence of a formal course, which includes:
 - a. A syllabus listing daily assignments;
 - b. An explanation of the time parameters of the course;
 - c. Documentation of the student's performance throughout the course; and
 - d. Documentation of alignments to the Texas Essential Knowledge and Skills (TEKS).

A score of 70% or above is required on the credit by examination test. A student may not attempt to earn credit by examination for a specific course more than two times. There is no limit to the number of credits that can be earned through credit by exam. The cost of any examination taken with prior instruction will be the responsibility of the student.

Texas Virtual School Network

During the 80th Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The Texas Virtual School Network (TxVSN) first offered courses to students in Texas districts and open enrollment charter schools beginning January 2009. Course offered for grades 8-12 ensure 100% alignment with the Texas Essential Knowledge and Skills as well as the iNACOL National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN. Tuition and fees for TxVSN courses will be the responsibility of the student and parent. According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, the District may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements. You may visit the TxVSN website at <http://www.txvsn.org/> for more information.

Summer School/Semester

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for the purpose of making up work that has been failed during the regular term, strengthening areas where a student is weak, giving a student an opportunity to avail himself/herself of courses that cannot be taken during the regular term because of scheduling conflicts, and obtaining credits for acceleration purposes.

Credit Recovery

Students may gain credit through computer-assisted instruction for courses previously failed. Not all courses are eligible for recovery. Students should contact the campus counselor for information.

Weighted GPA Information

Class Rank

Class rank shall be determined by averaging all semester grades earned in grades 9–12. Courses taken in middle school for state graduation credit shall also be used for class rank calculation. Grades transferred from other schools shall be credited in conformity with the course descriptions for the established grading system.

Exceptions from Class Rank

Grades earned in band, physical education, athletics, any academic course substituted for physical education, any type of student aide elective, a pass/fail course, credit earned by exam (with or without prior instruction), courses taken through credit recovery, courses taken through summer school, courses taken in any non-accredited school, including homeschool, or any local credit course are not used for class rank purposes.

Weighted Grade Point Average Scale

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, Pre-AP, and other eligible courses listed in policy shall receive extra weight. [See Policy EIC(LOCAL)]

Calculating Grade Point Average

The student's GPA is weighted and is calculated using semester grades in grades 9-12. Courses completed in middle school for which high school credit is awarded shall count in the student's GPA. The student's GPA is cumulative and all subjects taken shall be used in computing GPA except band, physical education, athletics, grades received for service as an office aide, and "pass-fail" or local credit courses, such as Academic Lab, and other exceptions noted above. Weighted categories are assigned to high school courses. This category is determined by the demands or expectations of a particular class. Some classes receive weighted grade points.

Grade point averages are calculated based on the methodology outlined by policy when the student entered high school.

Transfer Credit

A student who transfers into the District high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses offered in the District and the grade point scale or weighted numerical grade average used for credit earned in the District.

Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Transfer Credit for Independent Co-Enrollment College Courses

Students who elect to independently enroll in courses for college credit outside of the regular school day (in the evenings, on the weekend, during the summer, or through distance learning) will receive regular course weight for transfer credits earned through independent enrollment in college courses.

After administrator approval prior to taking the course and subsequent receipt of a passing grade, the student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before transfer credit can be awarded and added to the student’s academic achievement record.

Students Entering High School in 2014-2015 and After

The District assigns weights to grades earned in eligible courses and calculates a weighted numerical grade average and convert the grade averages to a grade point average (GPA), in accordance with the following scale:

<u>Category</u>	<u>Weight</u>	<u>GPA scale</u>
AP with the Examination	multiplied by 1.25	5.00
Dual Credit	multiplied by 1.20	4.80
OnRamps	multiplied by 1.20	4.80
AP without the examination	multiplied by 1.20	4.80
Pre-AP	multiplied by 1.10	4.40
Regular Courses	multiplied by 1.00	4.00

AP Course Weight With and Without Taking the Examination

For students who enter high school in 2014-2015 and after, in order to receive the 1.25 weighted GPA multiplier, students enrolled in Advanced Placement (AP) courses are required to take the corresponding AP examination. The student is responsible cost of all fees for Advanced Placement examinations. Fees are greatly reduced for

students with proven financial need as evidenced through the free or reduced lunch program.

For students who enter high school in 2014 and after, any student taking AP classes, but not taking the corresponding exam, will not have fulfilled the requirements to receive the 1.25 GPA multiplier.

Therefore, students taking AP classes will fall under one or more of the following categories:

- A student who registers for and takes the AP exam will have fulfilled the requirements to receive the 1.25 weighted GPA multiplier for both semesters.
- A student who does not pay the AP exam fee by the deadline may choose to remain in the AP class; however, the student will not receive the 1.25 weighted GPA multiplier for either semester, as they will not have fulfilled the requirements to receive the 1.25 GPA multiplier. The student will receive the 1.20 GPA multiplier for both semesters.
- A student who pays for the AP exam fee but who drops the course at any point during the year will not receive the 1.25 weighted GPA multiplier for either semester. If any credit is earned, the student will receive the 1.20 GPA multiplier.
- A student who fails to show up to take the AP exam will not earn the 1.25 GPA multiplier for either semester. There will be no refunds for exam fees due to “no-shows” for the test. The student will also be responsible for the Unused Exam Fee. If any credit is earned, the student will receive the 1.20 GPA multiplier.
- A student who does not pay for or take the corresponding AP exam will not have fulfilled the requirements to receive the 1.25 GPA multiplier. If any credit is earned, the student will receive the 1.20 GPA multiplier.

Automatic Admission to Texas Public University for Top 10%

Top students in Texas are eligible for automatic admission to any public university in Texas under state admissions policies. Under House Bill 588 passed by the 75th Legislature in 1997, students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas. However, SB 175 caps the number of students admitted under the top 10% law to 75% at UT Austin; thus, acceptance rates will vary. The University will determine the acceptance rate.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows:

1. Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
3. The student’s rank shall be reported by the applicant’s high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

Notification of Eligibility

In accordance with TEC, §28.026, and Texas Administrative Code (TAC), §61.1201, school districts are required to provide written notification of eligibility for automatic college admission under the Uniform Admission Policy (TEC §51.803) to students before the 14th day after the last day of the fall semester. Districts are required to notify

- each eligible senior,
- each junior with a grade point average in the top ten percent, and
- the student's parent or guardian.

To be eligible for the top 10 percent automatic admission, a student must:

- Have earned a grade point average in the top 10 percent of the student's high school graduating class, AND
- Have successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP); OR
- Have earned the Distinguished Level of Achievement under the Foundation High School Program; or
- Have 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.

Students who will enroll in college using eligibility earned through the top 10 percent automatic admissions policy must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline.
- Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements that was available to the student.

Once a student is admitted, a university may review a student's high school records to determine if the student is prepared for college-level course work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Note: 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 shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. The Texas Higher Education Coordinating Board was responsible for creating rules for this new admissions policy and adopted the "top 10 percent" rules in October 1997. For more information, see Appendix A.

College Financial Aid Applications

It is important to know your deadlines when filling out applications for financial aid, including the FAFSA and TASFA. There are federal and state deadlines and your colleges of choice may have different deadlines. It is the responsibility of students & parents to complete the FAFSA and submit it by the due date specified.

FAFSA and TASFA

The FAFSA is the Free Application for Federal Student Aid. It is an online form that should be completed during a student's senior year in high school, that may qualify him/her for federal student loans, grants, the work-study program, scholarships and student/ parent loans (subsidized & unsubsidized). Additionally, many universities require the FAFSA be filled out in order to be eligible for scholarship opportunities at the college or university.

Additional information can be found at <https://fafsa.ed.gov/>.

The TASFA is the Texas Application for State Financial Aid for undocumented students in Texas. Texas allows undocumented students to apply for state financial aid and state tuition under certain conditions. The TASFA needs to be completed during the senior year in high school. It is currently only available in paper form at College for All Texan's website at <http://www.collegeforalltexans.com>.

TEXAS Grant

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant program in 1999 (Texas Education Code, §56.301) to provide funds to academically prepared high school graduates with financial need to pursue a higher education.

You apply when you complete and submit the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). Funding is limited, so you need to submit your application as soon as possible after October 1st. The financial aid office at each college and university will determine your eligibility.

For additional information, please visit <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Class Rank GPA Multiplier Chart for Students Entering 9th Grade in 2014 and After

Actual Grade	Un-weighted GPA	1.0 General Education	1.1 Pre-AP	1.2 Dual Credit/OnRamps/ Advanced Placement*	1.25 Advanced Placement w/Exam
100	4.0	4.0	4.40	4.80	5.00
99	3.9	3.9	4.29	4.68	4.88
98	3.8	3.8	4.18	4.56	4.75
97	3.7	3.7	4.07	4.44	4.63
96	3.6	3.6	3.96	4.32	4.50
95	3.5	3.5	3.85	4.20	4.38
94	3.4	3.4	3.74	4.08	4.25
93	3.3	3.3	3.63	3.96	4.13
92	3.2	3.2	3.52	3.84	4.00
91	3.1	3.1	3.41	3.72	3.88
90	3.0	3.0	3.30	3.60	3.75
89	2.9	2.9	3.19	3.48	3.63
88	2.8	2.8	3.08	3.36	3.50
87	2.7	2.7	2.97	3.24	3.38
86	2.6	2.6	2.86	3.12	3.25
85	2.5	2.5	2.75	3.00	3.13
84	2.4	2.4	2.64	2.88	3.00
83	2.3	2.3	2.53	2.76	2.88
82	2.2	2.2	2.42	2.64	2.75
81	2.1	2.1	2.31	2.52	2.63
80	2.0	2.0	2.20	2.40	2.50
79	1.9	1.9	2.09	2.28	2.38
78	1.8	1.8	1.98	2.16	2.25
77	1.7	1.7	1.87	2.04	2.13
76	1.6	1.6	1.76	1.92	2.00
75	1.5	1.5	1.65	1.80	1.88
74	1.4	1.4	1.54	1.68	1.75
73	1.3	1.3	1.43	1.56	1.63
72	1.2	1.2	1.32	1.44	1.50
71	1.1	1.1	1.21	1.32	1.38
70	1.0	1.0	1.10	1.20	1.25

*Students who enroll in Advanced Placement courses but who do not take the Advanced Placement exam will receive the 1.20 weighted GPA multiplier.

Weighted Course Chart for Students Entering 9th Grade in 2014 and After

Advanced Placement (1.25 Multiplier with Exam; 1.20 Multiplier without Exam)

AP English III	AP Biology	AP US History	AP Spanish V
AP English IV	AP Chemistry	AP US Government	AP Computer Science
AP Calculus AB	AP Environmental Science	AP Human Geography	AP Studio Art
AP Calculus BC	AP Physics 1	AP Spanish IV	

Dual Credit [Articulated Courses offered through LVHS] (1.20 Multiplier)

ENGL 1301/ENG 306 (UT-Austin)	MATH 1342/ SSC 302 (UT-Austin)	HIST 1302 (ACC)	PHY 302K (UT-Austin)
ENGL 1302/ ENG 309 (UT-Austin)	MATH 2312/ M 305G (UT-Austin)	Economics - ECON 2301 (ACC)	
MATH 1314 (ACC)	HIST 1301 (ACC)	CS 302 (UT-Austin)	

OnRamps [Articulated Courses offered through LVHS] (1.20 Multiplier)

OnRamps Rhetoric & Writing (English III)	OnRamps Statistics	OnRamps Precalculus	OnRamps Computer Fluency (Computer Programming)
OnRamps: General Physics I (Mechanics/Heat/Sound)			

Pre-Advanced Placement (1.10 Multiplier)

Pre-AP English I	Pre-AP Algebra II	Pre-AP Biology	Pre-AP Spanish III
Pre-AP English II	Pre-AP Precalculus	Pre-AP Chemistry	Pre-AP Spanish II
Pre-AP Geometry	G/T Independent Study Mentorship	Pre-AP World History	Pre-AP Computer Science Programming II

General Education (1.0 Multiplier)

English I - IV	Integrated Physics and Chemistry (IPC)	World History	All Career & Technology Courses
Algebra I	Chemistry	US History	Art I-IV
Geometry	Physics	US Government	Musical Theatre I-IV
Algebra II	Anatomy & Physiology	Economics	Theater I-IV
Precalculus	Medical Microbiology	Professional Communications	Sports Medicine I-IV
Statistics & Risk Management	Pathophysiology	Health/Lifetime Nutrition & Wellness	Debate I-IV
Independent Study in Math	Forensic Science	Journalism-Yearbook I-III	All Other Courses Not Excluded Per Policy
Biology	World Geography	Spanish I - II	

Foundation High School Program Graduation Plan Side-by-Side

Foundation High School Program <i>22 Credits Required by State 28 Credits Required by LVISD</i>	Foundation High School Program Plus Endorsement <i>26 Credits Required by State 28 Credits Required by LVISD</i>	Distinguished Level of Achievement <i>26 Credits Required by State 28 Credits Required by LVISD Required for Automatic Admission (top 10%) to Texas state colleges and universities</i>
4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course	4 English Credits: ELA, I, II, III, one advanced English course
3 Math Credits: Algebra I, Geometry, one credit in any authorized math course	4 Math Credits: Algebra I, Geometry, two credits in any authorized advanced math course	4 Math Credits: Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
3 Science Credits: Biology, two credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course	4 Science Credits: Biology, three credits in any authorized advanced science course
3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics	3 Social Studies Credits: World Geography or World History, U.S. History, Government, Economics
2 Languages Other Than English Credits	2 Languages Other Than English Credits	2 Languages Other Than English Credits
1 Physical Education Credit	1 Physical Education Credit	1 Physical Education Credit
1 Fine Arts Credit	1 Fine Arts Credit	1 Fine Arts Credit
.5-1 Speech Credit*	.5-1 Speech Credit*	.5-1 Speech Credit*
.5 Health Credit *	.5 Health Credit *	.5 Health Credit *
.5-1 Personal Financial Literacy Credit*	.5-1 Personal Financial Literacy Credit*	.5-1 Personal Financial Literacy Credit*
Elective Credits	Endorsement Coherent Sequence Credits	Endorsement Coherent Sequence Credits
	Elective Credits	Elective Credits
LVISD Requires 28 Credits to Graduate	LVISD Requires 28 Credits to Graduate	LVISD Requires 28 Credits to Graduate

*LVISD requirement.

Foundation High School Program Endorsement Programs of Study

Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Each student can choose more than one endorsement area. Achieved endorsements will be noted on high school transcripts. Students can earn an endorsement by successfully completing at least one of the “Program of Study” requirements in the endorsement areas listed below. Please see the specific course requirements for each Program of Study area listed in the course catalog. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.

Recommended Course Sequence Options

The charts that follow are intended to guide students in creating their four-year plans. Not all courses listed in the recommended sequence are required for an endorsement. Additional course substitution options for completing an endorsement are located in the Program of Study section of the catalog. Courses may be moved or skipped in the recommended sequence, but specific course prerequisites and grade level requirements must be met.

Arts & Humanities Endorsements		
	Fine Arts (Band, Art, or Theatre)	Spanish
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Fine Arts I Fine Arts II Fine Arts III [or I] Fine Arts IV [or II]	Spanish I Spanish II PAP Spanish III AP Spanish IV
Recommended Electives	Other Electives	AP Spanish V Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

**Business & Industry Endorsements:
Architecture, Construction, & Manufacturing**

	Architecture & Construction	Welding (Manufacturing) [Discontinued Beginning in 2017-2018]
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Professional Communications/Money Matters Construction Technology I (2.0) Construction Technology II (2.0)	Professional Communications/Money Matters Welding Advanced Welding (2.0)
Recommended Electives	Practicum in Construction Management Other Electives	Practicum in Manufacturing/Welding Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

**Business & Industry Endorsements:
Business Management & Administration**

	Business Information Management	Business Leadership
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II Stats & Business Decision Making	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Professional Communications/Money Matters Stats & Business Decision Making BIM I BIM II	Professional Communications/Money Matters BIM I BIM II <i>One or two of the following:</i> Advertising (.5) Entrepreneurship (.5 – 1) Social Media Marketing (.5)
Recommended Electives	Other Electives	Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

**Business & Industry Endorsements:
Communications Technology & Information Technology**

	Audio/Video Production	Computer Information Technology
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Professional Communications/Money Matters A/V Production I A/V Production II A/V Production Lab	Professional Communications/Money Matters BIM I CS Programming I OnRamps Computer Fluency
Recommended Electives	Practicum in Audio/Video Production Other Electives	AP Computer Science Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

Business & Industry Endorsements: Communications		
	Journalism	Speech Communications
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Beginning Yearbook (GDI) Advanced Journalism I Advanced Journalism II Advanced Journalism III Independent Study in English	Professional Communications/Money Matters Debate I Debate II Debate III Independent Study in English
Recommended Electives	Other Electives	Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

STEM Endorsements: Advanced Placement		
	Advanced Placement Mathematics	Advanced Placement Science
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I PAP Geometry PAP Algebra II PAP Precalculus	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	PAP Biology PAP Chemistry AP or OnRamps Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	PAP Algebra II PAP Precalculus AP Calculus	PAP Chemistry AP or OnRamps Physics <i>Two of the following:</i> AP Biology AP Chemistry AP Environmental Science
Recommended Electives	Other Electives	Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

STEM Endorsements: Business & Industry		
	Computer Information Technology	Health Science
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4- Year Science	Biology Chemistry Physics Anatomy & Physiology
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 - 1 Credit	Professional Communications	Professional Communications
Health .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
Money Matters .5 - 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Algebra II Chemistry Physics CS Programming I PAP CS Programming II AP Computer Science	Chemistry Physics Medical Microbiology Anatomy & Physiology
Recommended Electives	Other Electives	Sports Medicine Other Electives
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

STEM Endorsements: Business & Industry		
	Science	
English 4 Credits	English I English II English III 4th Year English	
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4- Year Science	
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	
Speech .5 - 1 Credit	Professional Communications	
Health .5 Credit	Health/Lifetime Nutrition & Wellness	
Money Matters .5 - 1 Credit	Money Matters	
Fine Arts 1 Credit	Fine Arts I	
PE 1 Credit	PE	
LOTE 2 Credits	Spanish I Spanish II	
Coherent Sequence	Chemistry or PAP Chemistry Physics, PAP Physics, or OnRamps Physics <i>Two of the following:</i> AP Biology AP Chemistry AP Environmental Science OnRamps Physics (if not already taken) Scientific Research & Design	
Recommended Electives	Other Electives	
LVISD Requires 28 Credits to Graduate	28 Credits	

Note: After selecting at least one Endorsement Programs of Study, students may choose to meet additional requirements for the following endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite
- 2) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Math or Science
- 3) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
- 4) Multi-disciplinary – Completion of four credits in Advanced Placement or Dual Credit: 1 English, 1 math, 1 science, and 1 social studies

Foundation High School Program Frequently Asked Questions (FAQ)

What is an endorsement?

An endorsement is a coherent sequence of courses in a specific area of study that may lead to a career path or program of study in college. Think of it as a college “major”, but in high school. Each incoming 9th grader must indicate in writing at least one endorsement choice with the goal of completing the coherent sequence of courses within that area of study. For example, a student who wants to be a nurse should consider the Health Science endorsement in high school to help build a foundation for college.

What are the five endorsements areas the State allows?

Arts & Humanities, Business & Industry, Multidisciplinary Studies, Public Services, and STEM (Science, Technology, Engineering and Math)

Which endorsement areas does Lago Vista ISD offer?

School districts are required to offer at least one endorsement area. Lago Vista ISD offers programs of study in three endorsement areas: Arts & Humanities, Business & Industry, and STEM. In addition to selecting at least one endorsement, students may also choose to complete the requirements to add a STEM or Multidisciplinary endorsement to his/her graduation plan.

When do students choose their endorsements for high school?

A school district must ensure that each student indicates in writing an endorsement that the student intends to earn. This must occur upon entering ninth grade.

Can a student earn more than one endorsement?

Yes. Texas school districts must allow a student to enroll in courses under more than one endorsement before the student's junior year. Lago Vista ISD encourages all students to select additional endorsements in areas of interest.

Can a student change endorsements?

Yes. While a district is not required to offer all endorsements, students may choose to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements. Students interested in changing endorsements must see the school counselor. Changing endorsements does not automatically allow a student to pursue schedule changes. All schedule changes will proceed per the established guidelines.

Does every student have to graduate with an endorsement?

No. The default graduation plan upon entry to high school in Lago Vista ISD is the FHSP Distinguished Level of Achievement, which requires Algebra II and the completion of at least one endorsement. A student may opt to graduate Foundation High School Program only without an endorsement after the student's sophomore year if the student and the student's parent or guardian are (a) advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements, and (b) the student's parent or guardian files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement. Regardless of the graduation plan a student is placed on, Lago Vista ISD requires all students to earn a total of 28 credits to graduate.

May a course satisfy both a foundation and an endorsement requirement?

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement. Lago Vista ISD requires all students to earn a total of 28 credits to graduate.

Do I have to take Professional Communications (Speech)?

Yes. Although it is no longer a state graduation requirement, each Texas school district is responsible for ensuring that students demonstrate proficiency in the speech skills required by §74.11(a)(3). In Lago Vista ISD, Professional Communications is used to meet the speech requirement.

Do I have to take Money Matters?

Yes. Although it is no longer a state graduation requirement, each Texas school district is responsible for ensuring that students be provided instruction in personal financial literacy, as required by §28.0021(b). In Lago Vista ISD, Money Matters is used to meet the personal financial literacy requirement. This course may be substituted by taking the Personal Financial Literacy course.

Do I have to take Health/Lifetime Nutrition & Wellness?

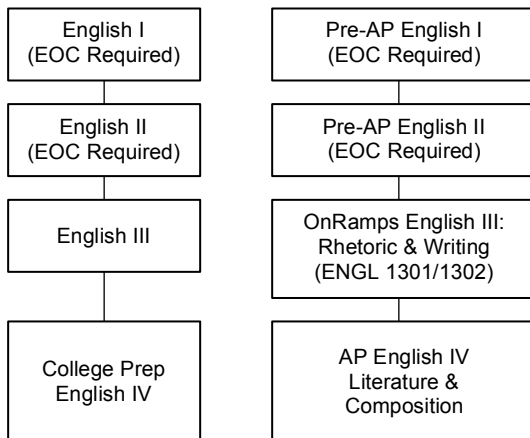
Yes. Although it is no longer a state graduation requirement, each Texas school district is responsible for providing Cardiopulmonary Resuscitation (CPR) instruction to each student at least once before graduation from high school, as required by §28.0023. In Lago Vista ISD, Health/Lifetime Nutrition & Wellness is used to meet the CPR requirement.

Course Descriptions

Courses in this guide may not be offered in a given year. Other than required courses, course offerings may vary based upon the number of student requests for the course and the availability of appropriately credentialed staff.

English/Language Arts

LVHS Recommended English Course Sequences



English I

Course Number: 2101

Credit: 1, Full Year

Prerequisite: None

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read extensively from multiple genres including classical and traditional literature.

Pre-AP English I

Course Number: 2111

Credit: 1, Full Year

Prerequisite: None

Pre-AP English I is designed for students with high academic interest and a strong work ethic in English Language Arts. The Pre-AP class serves as the foundation for the Advanced Placement Program, specifically for English III OnRamps: Rhetoric & Writing and AP English IV Literature & Composition. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read extensively in multiple genres from diverse time periods and cultures. Summer reading may be required. Students who wish to take advanced English courses should consider this course.

English II

Course Number: 2102

Credit: 1, Full Year

Prerequisite: English I recommended

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards, as needed, while they attend to standards for their grade level. Students will read extensively from multiple genres, including world literature.

Pre-AP English II

Course Number: 2112

Credit: 1, Full Year

Prerequisite: English I recommended

Pre-AP English II is designed for students with high academic interest and a strong work ethic in English Language Arts. The Pre-AP class serves as the foundation for the Advanced Placement Program and college-level work, specifically for English III OnRamps: Rhetoric & Writing and AP English IV Literature & Composition. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read extensively in multiple genres from diverse time periods and cultures. Summer reading may be required. Students who wish to take advanced English courses should consider this course. *Note: All students enrolled will have a summer reading assignment.*

English III

Course Number: 2103

Credit: 1, Full Year

Prerequisite: English II recommended

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read extensively from multiple genres with an emphasis on American literature.

OnRamps English III: Rhetoric & Writing (Dual Credit ENGL 1301/1302)

Course Number: 2116

Credit: 1, Full Year

Prerequisite: English II recommended; Successful completion of English I EOC and English II EOC recommended

OnRamps English III: Rhetoric & Writing begins with a

summer reading assignment, which becomes the basis for the first several weeks' study. This college-level course challenges students to develop and deepen their skills by reading, analyzing, and composing arguments. The recursive practices of invention, drafting, revising, editing, and proofreading are fundamental to the curriculum. Critical thinking skills are developed through the reading and analysis of American literature and language from diverse time periods and cultures. Special emphasis is placed on the reading, writing, and analysis of contemporary rhetorical texts. Students are required to use rhetorical analysis, critical evaluation, and advanced writing techniques. Students who demonstrate college readiness through the course may be eligible to earn dual college credit through UT-Austin. A student who is not eligible to earn dual credit may continue to be enrolled in the course for high school English III credit only. *Note: All students enrolled will have a summer reading assignment.*

English IV

Course Number: 2118

Credit: 1, Full Year

Prerequisite: *English III recommended*

This course is designed to prepare students for college-level reading and writing intensive courses. The goal of this course is to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines. Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course satisfies the HB5 college preparatory course requirement. Successful completion of the English IV course and final examination from ACC provides a temporary exemption for TSI Reading and Writing requirements at Austin Community College.

AP English IV Literature and Composition

Course Number: 2114

Credit: 1, Full Year

Prerequisite: *English III recommended*

This college-level course prepares students to take the AP Literature and Composition exam for possible college credit and serves as a cursory survey of British literature. Critical and creative thinking skills are developed through the reading and in-depth analysis of various genres of literature through required readings, discussions, essays and exams. Students will examine literary works and analyze literary elements in relation to the contemporary experience and the times in which they were written. Summer reading may be required. **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Speech

Professional Communications

Course Number: 2751

Credit: ½, Semester

Prerequisite: *None*

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to have a strong and solid academic foundation and a proficiency in professional oral and written communication. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, and conduct Internet research. **This course will satisfy the Speech requirement.**

English Electives

Beginning Yearbook (GDI)

Course Number: 2130

Credit: 1, Full Year

Prerequisite: *None*

Beginning Yearbook (GDI) students become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. Students will be expected to develop an understanding of the fundamental elements and principles of visual art and design. This course will require some after school time. This course is noted on the transcript as Graphic Design and Illustration. **This course counts for Career and Technical Education credit.**

Advanced Journalism: Yearbook I

Course Number: 2131

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Advanced Journalism: Yearbook I students become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students in Advanced Journalism are expected to become analytical consumers of media and technology to enhance their communication skills. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. This course will require some after school time.

Advanced Journalism: Yearbook II

Course Number: 2132

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Advanced Journalism: Yearbook II students become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students in Advanced Journalism are expected to become analytical consumers of media and technology to enhance their communication skills. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. This course will require some after school time.

Advanced Journalism: Yearbook III

Course Number: 2133

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Advanced Journalism: Yearbook III students become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students in Advanced Journalism are expected to become analytical consumers of media and technology to enhance their communication skills. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. This course will require some after school time.

Independent Study in Journalism

Course Number: 2134

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Students enrolled in Independent Study in Journalism are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). **This course is the capstone course for students completing the endorsement in Journalism (Yearbook).**

Debate I

Course Number: 2181

Credit: 1, Full Year

Prerequisite: *None*

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. Debate I consists of the study of argumentation and rhetoric development on diverse political topics through multiple formats of debate. Students are taught how to think and listen critically as well as express those ideas in a constructive and efficient format. Creation of debate cases, speech writing, and practice debates will all be assessed. Debate requires tournament participation, as well as extensive student-led research.

Debate II

Course Number: 2182

Credit: 1, Full Year

Prerequisite: *Debate I recommended*

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. This is the upper-level speech and debate class for competitive varsity members. Tournament participation is required. This class will focus on developing student's abilities in the events of their choosing. This class is for students who want to be serious competitors on the speech and debate circuit.

Debate III

Course Number: 2183

Credit: 1, Full Year

Prerequisite: *Debate II recommended*

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. This is the upper-level speech and debate class for competitive varsity members. Tournament participation is required. This class will focus on developing student's abilities in the events of their choosing. This class is for students who want to be serious competitors on the speech and debate circuit.

Independent Study in Speech

Course Number: 2184

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Communication skills are important in all aspects of life. Independent Study in Speech provides opportunities for

advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. **This course is the capstone course for students completing the endorsement in Speech Communications.**

Writing Enrichment

Course Number: 2319

Credit: 1, Full Year

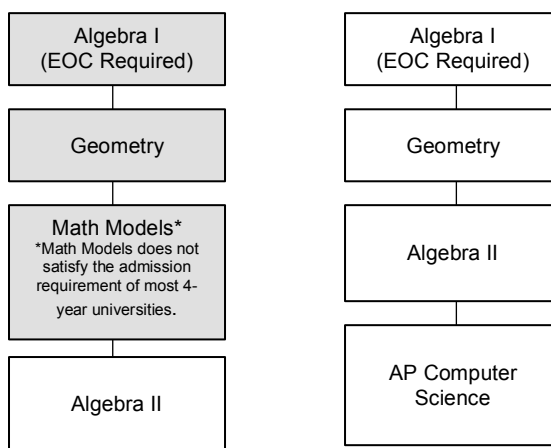
Prerequisite: None

Practical Writing is designed to provide students with individual tutorial help with grammar and writing skills, with prewriting, drafting, revision, editing, and publishing as steps in the process. Students will work on mechanics, usage, diction, sentence combining, and paragraph development in refining their writing skills. Instruction will focus on developing skills related to planning, drafting, revising, and editing. This course is noted on the transcript as Business English. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.**

Alternate Math Sequences

Please discuss these options with the campus counselor.

Foundation Only



Algebra I

Course Number: 2201

Credit: 1, Full Year

Prerequisite: None

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

Geometry

Course Number: 2210

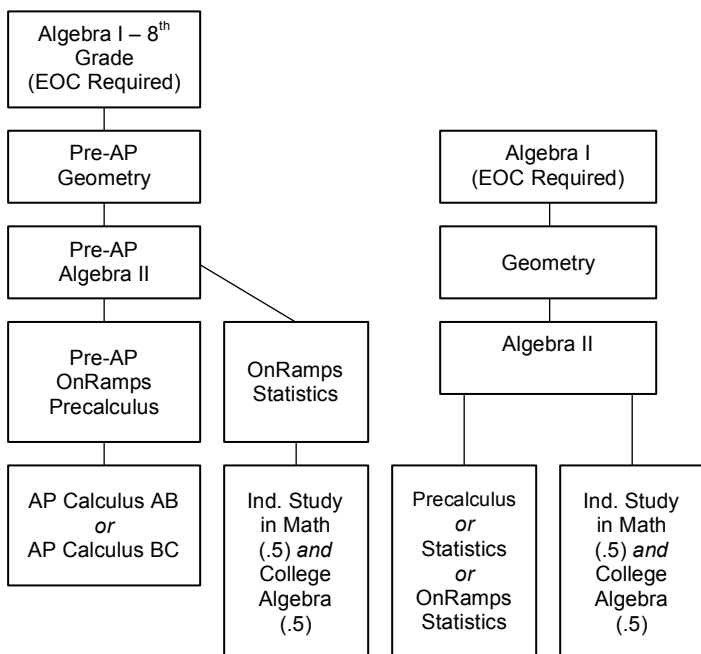
Credit: 1, Full Year

Prerequisite: Algebra I

In Geometry, students will strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students are expected to create formal constructions using a straight edge and compass. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles.

Mathematics

LVHS Recommended Math Course Sequences



Pre-AP Geometry

Course Number: 2213

Credit: 1, Full Year

Prerequisite: *Algebra I*

Pre-AP Geometry is designed for students with high academic interest and a strong work ethic. In addition to the prescribed curriculum for geometry, this course is designed to address high level thinking and problem solving skills. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students are expected to create formal constructions using a straight edge and compass. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Students who wish to take advanced placement math courses should consider this course.

Algebra II

Course Number: 2202

Credit: 1, Full Year

Prerequisite: *Algebra I*

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Pre-AP Algebra II

Course Number: 2212

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry recommended*

Pre-AP Algebra II is designed for students with high academic interest and a strong work ethic. In addition to the prescribed curriculum for Algebra II, this course will address higher-level thinking and problem solving skills. Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Graphing calculators will be utilized extensively. Students who wish to take advanced placement math courses should consider this course.

Precalculus

Course Number: 2220

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry; Algebra II*

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

Pre-AP OnRamps Precalculus (Dual Credit MATH 2312)

Course Number: 2224

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry; Algebra II*

In OnRamps Precalculus, students deepen and extend their knowledge of functions, graphs, and equations so that they can successfully work with the concepts in a rigorous university-level calculus course. This course emphasizes conceptual understanding of mathematical definitions and developing logical arguments. This course is an advanced preparation for calculus and approaches topics from a function point of view where students systematically work with functions and their multiple representations. The study of precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only. Students who wish to take advanced placement math courses should consider this course.

AP Calculus AB

Course Number: 2222

Credit: 1, Full Year

Prerequisite: *Precalculus*

This college-level course follows the AB Calculus outline prescribed by the College Board and prepares students to take the AP Calculus AB Exam for possible college credit. It is equivalent to the first semester of college calculus and includes practical applications of calculus. Topics include limits and continuity of functions; derivatives and their applications; definite integrals and their applications; elementary techniques and applications of anti-

differentiation, including differential equations and slope fields. Graphing calculators will be used extensively.

Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the weighted GPA multiplier.

AP Calculus BC

Course Number: 2223

Credit: 1, Full Year

Prerequisite: *Precalculus*

This college-level course follows the BC Calculus outline prescribed by the College Board and prepares students to take the AP Calculus BC Exam for possible college credit. It includes all Calculus AB topics plus additional material including the calculus of parametric and polar curves, vectors, Euler's method, improper integrals, advanced techniques of integration, and sequences and series. This course is equivalent to the content taught in a full year of college calculus. Graphing calculators will be used extensively. **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Independent Study in Mathematics

Course Number: 2203

Credit: ½ -Semester-1, Full Year

Prerequisite: *Algebra II*

This is an advanced math course that prepares students for higher-level math in college. It covers elementary and intermediate algebraic concepts building the foundation for the skills needed in the first semester of college Algebra. This course satisfies the HB5 college preparatory course requirement. Successful completion of the Independent Study in Mathematics course and final examination from ACC provides a temporary exemption for TSI Math at Austin Community College. Students wishing to take dual credit College Algebra should enroll in this course for the fall semester.

College Algebra (Dual Credit MATH 1314)

Course Number: 2208

Credit: ½, Semester

Prerequisite: *Algebra II; Independent Study in Math (fall semester) recommended; TSI required*

College Algebra is taught for dual credit by an adjunct ACC professor and is scheduled during the regular school day. This college-level course focuses on applications of polynomial, rational, radical, absolute value, piecewise defined, exponential, and logarithmic functions, equations, inequalities, graphing skills, and systems of equations using matrices. This course is noted on the transcript as Independent Study in Math (dual credit). **In order to register for College Algebra, students must be TSI complete or exempt in mathematics and must complete all of the ACC requirements for registration and enrollment.**

Statistics and Business Decision Making

Course Number: 2176

Credit: 1, Full Year

Prerequisite: *Algebra II*

This course prepares students to take entry-level statistics in college. Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Graphing calculators and computers are the primary tools for data analysis. **This course will satisfy graduation requirements under the Foundation graduation plan. This course counts for Career and Technical Education credit.**

OnRamps Statistics (Dual Credit MATH 1342)

Course Number: 2177

Credit: 1, Full Year

Prerequisite: *Geometry; Algebra II*

This college-level course is equivalent to the content covered in a one-semester introductory college course in statistics. Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only. This course is noted on the transcript as Statistics and Business Decision Making. **This course counts for Career and Technical Education credit.**

Math Electives

Strategic Learning for High School Math

Course Number: 2200

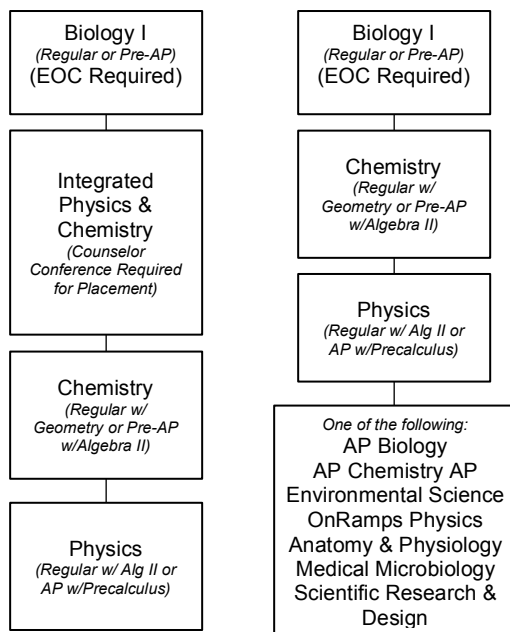
Credit: 1, Full Year

Prerequisite: *None*

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning, including identifying errors in the learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (ILPs). Students will work on improving basic math skills in order to better prepare for more advanced algebraic skills. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.**

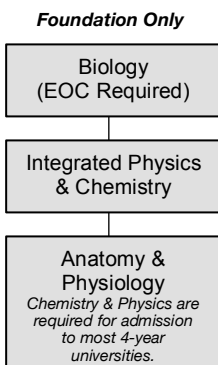
Science

LVHS Recommended Science Course Sequences



Alternate Science Sequence

Please discuss this option with the campus counselor.



Biology

Course Number: 0301

Credit: 1, Full Year

Prerequisite: None

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

Pre-AP Biology

Course Number: 0303

Credit: 1, Full Year

Prerequisite: None

Pre-AP Biology is an advanced course recommended for students with a strong interest in science and good study skills. In Pre-AP Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. The presentation of concepts is more accelerated and more in depth. Students who wish to take advanced science courses should consider this course.

AP Biology

Course Number: 2304

Credit: 1, Full Year

Prerequisite: Biology or Pre-AP Biology and Chemistry or Pre-AP Chemistry recommended

This college-level course prepares students to take the AP Biology exam for possible college credit. Laboratory techniques are developed to further students' ability to pursue a career in a biologically related field. Students will conduct laboratory investigations of chemical reactions that occur in organisms. Concepts of molecular and cellular biology, the biology of organisms will be investigated.

Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.

Integrated Physics and Chemistry (IPC)

Course Number: 2331

Credit: 1, Full Year

Prerequisite: IPC must be successfully completed prior to Chemistry and Physics; Biology recommended

In IPC, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. This course serves as a background for subsequent courses in chemistry and physics.

Chemistry

Course Number: 2320

Credit: 1, Full Year

Prerequisite: One unit of HS science & Algebra I; Completion of or concurrent enrollment Geometry is recommended

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry.

Pre-AP Chemistry **Course Number: 0322**

Credit: 1, Full Year

Prerequisite: *One unit of high school science & Algebra I; Completion of or concurrent enrollment Algebra II is recommended*

Pre-AP Chemistry is an advanced course recommended for students with a strong interest in science and good study skills. In Pre-AP Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. The presentation of concepts is more accelerated and more in depth. Students who wish to take advanced science courses should consider this course.

AP Chemistry

Course Number: 2323

Credit: 1, Full Year

Prerequisite: *Chemistry or Pre-AP Chemistry and Algebra II recommended*

This college-level course prepares students to take the AP Chemistry exam for possible college credit.

Laboratory techniques are developed to further students' ability to pursue a career in a chemistry-related or engineering field. Advanced laboratory investigations of atomic theory, properties of matter, chemical reactions, kinetics, and equilibrium are presented. **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Physics

Course Number: 2330

Credit: 1, Full Year

Prerequisite: *Biology and Chemistry recommended; Completion of or concurrent enrollment in Algebra II recommended*

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

OnRamps Physics (Dual Credit PHY 302K)

Course Number: 2334

Credit: 1, Full Year

Prerequisite: *Pre-AP Chemistry, Algebra II, and Geometry recommended*

This college-level course is equivalent to the content covered in a one-semester college course in physics. Mechanics, Heat, and Sound introduces big ideas in

physics, such as Newtonian mechanics, which describes objects changing their state of motion because of forces causing them to accelerate. Taken together, the topics reinforce the general idea that the behavior of many objects in the world can be described precisely with simple mathematics. This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. Students will practice problem solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. Students will explore concepts in small groups, develop ideas, and explain them. This course may be used to fulfill the science component of the university core curriculum. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only.

AP Environmental Science

Course Number: 2314

Credit: 1, Full Year

Prerequisites: *Algebra I, Pre-AP Biology or Biology, Pre-AP Chemistry or Chemistry, and Pre-AP Physics or Physics recommended*

This college-level course prepares students to take the AP Environmental Science exam for possible college credit. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. **This course will count for the fourth year of Science Credit. Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course is offered in alternating years.**

Anatomy and Physiology

Course Number: 2306

Credit: 1, Full Year

Prerequisite: *Biology and a second science credit; This course satisfies a high school science graduation requirement*

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. **This course will count for the fourth year of science credit and counts for Career and Technical Education credit.**

Medical Microbiology

Course Number: 2309

Credit: 1, Full Year

Prerequisite: *Biology and Chemistry; Anatomy and Physiology recommended; This course satisfies a high school science graduation requirement*

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. **This course will count for the fourth year of Science Credit and counts for Career and Technical Education credit.**

Scientific Research and Design: Earth & Space

Course Number: 2311

Credit: 1, Full Year

Prerequisite: **Biology, Chemistry, IPC, or Physics required; Completion of three science courses recommended**

Scientific Research and Design is an advanced science course for motivated, creative, and inquisitive science students where they will experience science through original research. As the focus of this course, Earth's systems are studied through the themes of Earth in space and time, solid Earth, and fluid Earth. In this course, students participate in problem identification, investigation design, data collection, data analysis, formulation, and the presentation of the conclusions. All of these components are integrated with an emphasis on helping students to develop the scientific thinking skills that lead to employment in high-wage jobs and/or success in future education pathways. **This course counts for Career and Technical Education credit.**

World History

Course Number: 2403

Credit: 1, Full Year

Prerequisite: *None*

World History is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Pre-AP World History

Course Number: 0413

Credit: 1, Full Year

Prerequisite: *None*

Pre-AP World History is an advanced course recommended for students with a strong interest in history and good study skills. Pre-AP World History is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence. Students who wish to take advanced social studies courses should consider this course.

U.S. History

Course Number: 2401

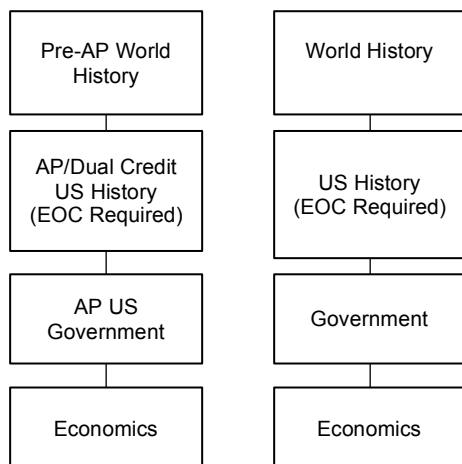
Credit: 1, Full Year

Prerequisite: *World History recommended*

In United States History, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S.

Social Studies

LVHS Recommended Social Studies Course Sequences



government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP/Dual Credit U.S. History (HIST 1301/1302)

Course Number: 2401 (AP); 2402 (DC 1301); 2404 (DC 1302)

Credit: 1, Full Year

Prerequisite: Pre-AP World History recommended; TSI required for dual credit course(s)

The AP/Dual Credit U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. In order to register for Dual Credit History, students must be TSI complete or exempt in reading/writing and must complete all of the ACC requirements for registration and enrollment.

U.S. Government

Course Number: 2410

Credit: ½, Semester

Prerequisite: U.S. History recommended

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and

compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP U.S. Government and Politics

Course Number: 2409

Credit: ½, Semester

Prerequisite: AP/Dual Credit U.S. History recommended

This college-level course prepares students to take the AP U.S. Government and Politics exam for possible college credit. The class includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will evaluate general propositions about government and politics, analyze political relationships between people and institutions and between different institutions, and utilize basic data relevant to government and politics in sustained written arguments.

Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.

Economics

Course Number: 2501

Credit: ½, Semester

Prerequisite: U.S. History recommended

Economics focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

Social Studies Electives

World Geography

Course Number: 2405

Credit: 1, Full Year

Prerequisite: None

In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on

contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.

Personal Financial Literacy

Course Number: 2504

Credit: ½, Semester

Prerequisite: None

Personal Financial Literacy helps student learn how to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. This elective course includes instruction in methods of paying for college and other postsecondary education along with completing the application for federal student aid provided by the U.S. Department of Education.

periods, as well as critique artwork. **Note: There is a \$30 materials fee for this course.**

Art III, Drawing II

Course Number: 2903

Credit: 1, Full Year

Prerequisite: Art II and teacher approval

Students will express ideas through original artworks, using a variety of drawing media. They will be able to apply design skills in creating practical applications. Students will study historical periods, as well as critique artwork. **Note: There is a \$30 materials fee for this course.**

Art IV, Drawing III

Course Number: 2904

Credit: 1, Full Year

Prerequisite: Art III and teacher approval

Students prepare a portfolio, present an exhibition of work, and set up exhibits of other artists' work. Students provide materials for some of the projects. **Note: There is a \$30 materials fee for this course.**

AP Studio Art

Course Number: 2905

Credit: 1, Full Year

Prerequisite: Art I; Art II; Teacher approval

AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art encourages creative and systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision making. This course helps students develop technical skills and familiarizes them with the functions of the visual elements while encouraging students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. **Note: There is a \$50 materials fee for this course. Students entering high school in 2014 or after must complete requirements for the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Fine Arts

Visual Arts

Art I

Course Number: 2901

Credit: 1, Full Year

Prerequisite: None

Students may fulfill fine arts or elective requirements for graduation by successfully completing this course. Beginning art encompasses a wide variety of experiences, such as elements and principles of art and art history. Students in this course study: a variety of media, both two- and three-dimensional; pencil, ink, charcoal, pastel, tempera, watercolor, clay, and printmaking. Some media may vary. The goal is for students to gain an understanding and appreciation of art. **Note: There is a \$20 materials fee for this course.**

Art II, Drawing I

Course Number: 2902

Credit: 1, Full Year

Prerequisite: Art I

Students may fulfill an elective requirement for graduation by successfully completing this course. Students will express ideas through original artworks, using a variety of drawing media. They will be able to apply design skills in creating practical applications. The students will study historical

Theatre Arts

Beginning Theatre Arts I

Course Number: 2921

Credit: 1, Full Year

Prerequisite: None

Students may fulfill an elective requirement for graduation by successfully completing this course. This course will focus on performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds and etc.) will be explored. This course requires extended rehearsals with some after school, nights, and weekends.

Advanced Theatre Arts II

Course Number: 2922

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

This course will focus on intermediate to advanced skills for theatre performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds, etc.) will be explored. The Advanced Theatre Arts II-IV courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Advanced Theatre Arts III

Course Number: 2923

Credit: 1, Full Year

Prerequisite: *Theatre Arts II; Audition and teacher approval*

This course will focus on increasingly advanced skills for theatre performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds, etc.) will be explored. The Advanced Theatre Arts II-IV courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Advanced Theatre Arts IV

Course Number: 2924

Credit: 1, Full Year

Prerequisite: *Theatre Arts III; Audition and teacher approval*

This course will focus on advanced and professional-level skills for theatre performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds, etc.) will be explored. The Advanced Theatre Arts II-IV courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Musical Theatre I

Course Number: 2930

Credit: 1, Full Year

Prerequisite: *Theatre Arts I recommended; Audition and teacher approval*

This introductory course will expose students to a wide range of onstage performance disciplines within musical theatre, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course

will enable students to study and perform the varied styles of musical theatre with special attention to the principals of stage movement, stage vocal technique, stage choreography, acting, characterization, and all other aspects of a musical production. The Musical Theatre I-III courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Musical Theatre II

Course Number: 2935

Credit: 1, Full Year

Prerequisite: *Musical Theatre I; Audition and teacher approval*

Expanding the concepts taught in Musical Theatre I, this course will expose students will enable students to continue the study of musical theatre arts and perform the varied styles of musical theatre with special attention to the principals of stage movement, stage vocal technique, stage choreography, acting, characterization, and all other aspects of a musical production. The Musical Theatre I-III courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Musical Theatre III

Course Number: 2936

Credit: 1, Full Year

Prerequisite: *Musical Theatre II; Audition and teacher approval*

Deepening students' understanding of concepts taught in Musical Theatre II, this course will expose students will enable students to continue the study of musical theatre arts and perform the varied styles of musical theatre with special attention to the principals of stage movement, stage vocal technique, stage choreography, acting, characterization, and all other aspects of a musical production. The Musical Theatre I-III courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

Theatre Production I

Course Number: 2927

Credit: 1, Full Year

Prerequisite: *Theatre Arts I recommended; Audition and teacher approval*

This is an introductory course dealing with various production aspects of theatre. In addition to classroom learning, this course strives to expose students to "hands-on" experiences in theatrical production. Topics include: Theatrical facilities, tools, scenery construction, stage rigging, lighting, principles of design, production evaluation, and technical theatre career opportunities. The Theatre Production I-III courses are offered during a common instructional period and in conjunction with the Advanced Theatre Arts II-IV courses. These courses require extended rehearsals with some after school, nights, and weekends.

Theatre Production II

Course Number: 2928

Credit: 1, Full Year

Prerequisite: *Technical Theatre I; Audition and teacher approval*

Expanding on the concepts taught in Theatre Production I, this course examines the application of skills used in live productions. Major foci of this class are sound, lighting, stagecraft, advanced rigging and stage management. To apply the concepts taught, after school involvement in productions and other after school events is required. The Theatre Production I-III courses are offered during a common instructional period and in conjunction with the Advanced Theatre Arts II-IV courses. These courses require extended rehearsals with some after school, nights, and weekends.

Theatre Production III

Course Number: 2929,

Credit: 1, Full Year

Prerequisite: *Technical Theatre II; Audition and teacher approval*

Deepening students' understanding of concepts taught in Theatre Production II, this course asks students to make informed choices in the process of creating live productions. This course requires a great deal of motivation as classroom discussions and projects are often student-led. Major areas of study for this class are sound, lighting, stagecraft, rigging, design, and production management. As students move through this third course in the sequence, success is measured in the ability to synthesize and adapt knowledge to solve ever-larger production problems, typically through increased responsibility for production leadership. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Theatre Production I-III courses are offered during a common instructional period and in conjunction with the Advanced Theatre Arts II-IV courses. These courses require extended rehearsals with some after school, nights, and weekends.

Band

Marching/Concert Band I

Course Number: 0931 and 0738

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

Marching/Concert Band I is the focused study of musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. Physical education credit may be earned. A student must take two semesters of Marching Band to equal 1 physical education

credit. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Marching/Concert Band II

Course Number: 0932 and 0738

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

Marching and Concert Band II extends the focus on musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. Physical education credit may be earned. A student must take two semesters of Marching Band to equal 1 physical education credit. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Marching/Concert Band III

Course Number: 0933

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

Marching and Concert Band III deepens the focus on musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Marching/Concert Band IV

Course Number: 0934

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

Marching and Concert Band III deepens the focus on musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Course Substitutes for Physical Education Credit

The following courses may substitute for the required credit for physical education:
Athletics, Marching Band, Olympic Caliber Activities, and private/commercially sponsored activities.

A student may not earn more than four credits in Physical Education toward state graduation requirement. Any course substitute for physical education credit does not count in the calculation for weighted GPA.

Please see the high school counselor for more information.

Physical Education/ Athletics & Health

Foundations of Personal Fitness

Course Number: 0739

Credit: ½ -Semester-1, Full Year

Prerequisite: None

Foundations of Personal Fitness provides students with a range of knowledge and skills that will enable them to understand the importance of an active lifestyle and to design effective and appropriate personal fitness programs throughout their lives. Activities are based on understanding and establishing personal fitness.

Health/Lifetime Nutrition & Wellness

Course Number: 2708

Credit: ½, Semester

Prerequisite: None

Health/Lifetime Nutrition & Wellness is a study of the care of the body and its systems, as well as the relationship of personal behavior to wellness. Some topics covered are consumer health, nutrition, sex education for family living, use and abuse of tobacco, alcohol and drugs, and growth and development. Community health, environmental studies, disease, fitness, first aid, and safety are also studied. Students will also complete a required training in Cardiopulmonary Resuscitation (CPR). This course is noted on the transcript as Lifetime Nutrition and Wellness. **This course counts for Career and Technical Education credit.**

Athletics

All athletic courses include activities to develop the overall strength, speed, and skill of students. Students must pass a physical examination administered by a medical doctor and must turn a paper copy of that completed physical and medical history form in to the athletic training department to be kept on file. Students must also submit additional required paperwork, signed by a parent or legal guardian and adhere to the guidelines set by the Athletic Director before being allowed to participate in any athletic practice before, during, or after school. Entry into any athletic course is based upon a student's individual performance ability and upon the approval of the Head Coach and/or Athletic Director.

Athletics I - Boys

Course Number: 0731

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics II - Boys

Course Number: 0732

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics III - Boys

Course Number: 0733

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics IV - Boys

Course Number: 0734

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics I - Girls

Course Number: 0730

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics II - Girls

Course Number: 0735

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics III- Girls

Course Number: 0736

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Athletics IV - Girls

Course Number: 0737

Credit: 1, Full Year

Prerequisite: Athletic Director or head coach approval

Languages Other Than English

The Foundation High School Program (FHSP) requires a student to have two levels in the language other than English (LOTE). A committee must agree to any substitutions. A student may earn a Performance Acknowledgement for outstanding performance in bilingualism and bi-literacy.

Spanish I

Course Number: 2801

Credit: 1, Full Year

Prerequisite: None

This course provides an introduction to the five C's: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development).

Spanish II

Course Number: 2802

Credit: 1, Full Year

Prerequisite: Successful completion of Level I or teacher recommendation and approval

Students will further explore the five C's at the intermediate proficiency level: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development).

Pre-AP Spanish II

Course Number: 2812

Credit: 1, Full Year

Prerequisite: Successful completion of Level I or teacher recommendation and approval

Pre-AP is designed for students with high academic interest and a strong work ethic. The Pre-AP class serves as the foundation for the Advanced Placement Program, specifically to prepare students for the rigor of the AP class and the AP exam. Students will also further explore the five C's at the intermediate proficiency level: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). Students who wish to take advanced placement Spanish courses should consider this course.

Pre-AP Spanish III

Course Number: 2813

Credit: 1, Full Year

Prerequisite: Successful completion of Spanish II or teacher recommendation and approval

Pre-AP Spanish III is designed for students with high academic interest and a strong work ethic. The Pre-AP class serves as the foundation for the Advanced Placement Program, specifically to prepare students for the rigor of the AP class and the AP exam. Students will further explore the five C's at the advanced proficiency level. Students will also extend learning to include literature in a variety of genres. In addition, students will develop a deeper knowledge base in advanced grammar and vocabulary to allow for more complex and fluent communication, both oral and written, in a real-world setting. Students who wish to take advanced placement Spanish courses should consider this course.
Note: All students enrolled will have a summer reading assignment.

AP Spanish IV

Course Number: 2814

Credit: 1, Full Year

Prerequisite: Spanish I, II, III or teacher recommendation and approval

This college-level course prepares students to take the advanced placement test for possible college credit. Students will further explore the five C's at the advanced proficiency level. Students will also extend learning to include literature in a variety of genres. In addition, students will develop a deeper knowledge base in advanced grammar

and vocabulary to allow for more complex and fluent communication, both oral and written, in a real-world setting. *Note: All students enrolled will have a summer reading assignment.* **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

AP Spanish V

Course Number: 2811

Credit: 1, Full Year

Prerequisite: LOTE I, II, III, and AP LOTE IV or teacher recommendation and approval

This college-level course prepares students to take the advanced placement test for possible college credit. Students will further explore the five C's at the advanced proficiency level. Students will also extend learning to include literature in a variety of genres. In addition, students will develop a deeper knowledge base in advanced grammar and vocabulary to allow for more complex and fluent communication, both oral and written, in a real-world setting. *Note: All students enrolled will have a summer reading assignment.* **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Technology

Computer Science Programming I

Course Number: 2164

Credit: 1, Full Year

Prerequisite: Algebra I recommended

This class is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. Even though the course does not focus on the development of math skills, a strong math background is a good predictor of success. This course is noted on the transcript as Computer Programming I. **This course counts for Career and Technical Education credit Computer Programming I.**

Pre-AP Computer Science Programming II

Course Number: 2165

Credit: 1, Full Year

Prerequisite: Algebra I, completion of or concurrent enrollment in Geometry, and Computer Science Programming I recommended

This course is designed for those students who wish to prepare for AP Computer Science or prepare for entry to a computer science major at the college level. This is a

beginner's course in Java programming, which is an object-oriented programming language that is becoming the standard in software development in programming for the web. A large part of the course is built around the development of computer programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. Through the development of program, fundamentals computer science concepts are covered. Students will learn how to dissect complex problems into manageable parts and implement solutions using a variety of tools. Students will be introduced to a variety of concepts and by learning the science of designing computer programs using an object-oriented style. The course will develop these skills using Java as a means for learning programming. Even though the course does not focus on the development of math skills, a strong math background is a good predictor of success. This course is noted on the transcript as Computer Programming II. **This course counts for Career and Technical Education credit Computer Programming II.**

OnRamps Computer Fluency (Dual Credit CS 302)

Course Number: 2166

Credit: 1, Full Year

Prerequisite: Algebra I; Computer Science Programming I and teacher recommendation; Credit for or concurrent enrollment in Algebra II preferred

OnRamps Computer Fluency is an entry-level college computer science and programming course that does not require any previous background in programming. Instead, it focuses on the power, beauty, and joy of computing and shows how computing impacts almost every aspect of our lives. Students learn how computational thinking can help solve real-world problems in varied fields such as forensics, social networking, and artificial intelligence. Students also develop basic programming skills. Students who demonstrate college readiness through the OnRamps course may be eligible to earn college credit in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit only. **This course counts for Career and Technical Education credit in Computer Programming II.**

AP Computer Science

Course Number: 2168

Credit: 1, Full Year

Prerequisite: Algebra I & Computer Science Programming I; Algebra II is recommended

This college-level course prepares students to take the AP Computer Science exam for possible college credit. This course can also count as a 4-year mathematics credit. Computer Science AP continues the study of Computer Science I and is designed for students who are preparing for the Advanced Placement examination. Topics include advanced data structures, introduction to computer architecture, extensive programming in Java, and development of a professional quality and extensive programming project. This course is designed for students who are interested in majoring in Computer Science, Science, Management Information System, or Engineering.

Students are required to take the Advanced Placement Computer Science Exam at the conclusion of the course. **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course will satisfy graduation requirements for mathematics under the Foundation graduation plan. This course counts for Technology Applications credit. This course does NOT count for Career and Technical Education credit.**

Robotics Programming and Design

Course Number: 2170

Credit: ½, Semester

Prerequisite: Algebra I, Algebra II, and Computer Science Programming I recommended

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. Using robotic knowledge and skills, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

This course counts for Technology Applications credit. This course does NOT count for Career and Technical Education credit.

Discrete Mathematics

Course Number: 2227

Credit: 1, Full Year

Prerequisite: Algebra I, Geometry, & Algebra II; Computer Science Programming I & II recommended

Discrete Mathematics topics are divided into six areas: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability. Mathematical topics are interwoven with computer science applications to enhance the students' understanding of the introduced mathematics. Students will develop the ability to see computational problems from a mathematical perspective. Introduced to a formal system (propositional and predicate logic) upon which mathematical reasoning is based, students will acquire the necessary knowledge to read and construct mathematical arguments (proofs), understand mathematical statements (theorems), and use mathematical problem-solving tools and strategies. Students will be introduced to discrete data structures such as sets, discrete functions, and relations and graphs and trees. Students will also be introduced to discrete probability and expectations.

Special Programs

G/T Independent Study Mentorship (ISM)

Course Number: 2046

Credit: ½ -Semester-1, Full Year

Prerequisite: *Application process*

This course is based on the Exit Level *Texas Performance Standards Project (TPSP)* for gifted/talented (G/T) students that offers a non-traditional learning experience to those students who have the ability to create innovative products or performances. Students will work individually with a teacher/facilitator who will help them locate a project mentor; arrange internships, field work/visits, interviews; and monitor their long-term projects. Students will develop a product proposal, compile a portfolio, conduct in-depth research, and prepare for a public presentation to be evaluated by an audience that includes experts in the field of study. Course projects, if of professional quality, may meet the Advanced Measures requirement of the Distinguished Achievement Program. **This course is NOT limited to identified G/T students.** Please contact the high school G/T facilitator for further information.

Office Aide

Course Number: 0018

Credit: ½-1, Semester-Full Year (Local Credit)

Prerequisite: *Seniors only - By invitation*

Students may assist in the various school offices as an aide. Students must be responsible and qualified. Students wanting to work as an office aide should apply with the counselor. Those selected will be evaluated each nine weeks. The evaluation will cover attendance, performance of job requirements, and attitude toward the job. Prior to the beginning of a student aide experience, students must attend an orientation workshop provided by the school. **This course does not count as instructional time for attendance purposes. This is a local credit.**

Path to College & Career I

Course Number: 0027

Credit: 1, Full Year

Prerequisite: *None*

Students in this course receive academic and social support and receive instruction to them prepare for the challenges they of life after high school graduation. This course advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Students develop skills that are essential to productivity in both the collegiate and business worlds, such as time management strategies, goal-setting, prioritization, and communication and presentation skills. **This is a pass/fail course.**

Peer Assistance for Students with Disabilities I

Course Number: 0023

Credit: 1, Full Year

Prerequisite: *Juniors and seniors only; Application and instructor approval*

Peer Assistance for Students with Disabilities I is designed to promote an inclusive educational environment for special

education students. Peer assistants assist teachers in general education and special education settings by helping to facilitate inclusion in the classroom. **This is a pass/fail course.**

Peer Assistance for Students with Disabilities II

Course Number: 0024

Credit: 1, Full Year

Prerequisite: *Peer Assistance for Students with Disabilities I; Seniors only; Application and instructor approval*

Peer Assistance for Students with Disabilities II continues the skills and activities designed to promote an inclusive educational environment for special education students. Peer assistants assist teachers in general education and special education settings by helping to facilitate inclusion in the classroom. **This is a pass/fail course.**

Peer Coaching for Students I

Course Number: 0025

Credit: 1, Full Year

Prerequisite: *Juniors and seniors only; Application and instructor approval*

Peer Coaching for Students I is designed to promote an inclusive educational environment for at-risk and special education inclusion students. PCS I is a course where positive peers make a positive impact in their fellow peer's lives. Peer coaches assist teachers in the classroom by working with students during instruction and group activities. **This is a pass/fail course.**

Peer Coaching for Students II

Course Number: 0026

Credit: 1, Full Year

Prerequisite: *Seniors only; Application and instructor approval*

Peer Coaching for Students II is designed to continue the study and skills needed to promote an inclusive educational environment for at-risk and special education inclusion students. PCS II is a course where positive peers make a positive impact in their fellow peer's lives. Peer coaches assist teachers in the classroom by working with students during instruction and group activities. **This is a pass/fail course.**

Writing Enrichment

Course Number: 2319

Credit: 1, Full Year

Prerequisite: *None*

Writing Enrichment is designed to provide students with individual tutorial help with grammar and writing skills, with prewriting, drafting, revision, editing, and publishing as steps in the process. Students will work on mechanics, usage, diction, sentence combining, and paragraph development in refining their writing skills. Instruction will focus on developing skills related to planning, drafting, revising, and editing. This course is noted on the transcript as Business English. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.**

Career & Technical Education

Sports Medicine I Course Number: 2041 Credit: 1, Full Year Prerequisite: *None*

Sports Medicine I is designed to prepare the student in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills, and techniques commonly used in athletic training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy. **This course does NOT count for Career and Technical Education credit.**

Sports Medicine II Course Number: 2042 Credit: 1, Full Year Prerequisite: *Sports Medicine I*

Sports Medicine II is designed to continue student preparation in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills and techniques commonly used in Athletic Training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy. **This course does NOT count for Career and Technical Education credit.**

Strategic Learning for High School Math Course Number: 2200 Credit: 1, Full Year Prerequisite: *None*

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning, including identifying errors in the learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (ILPs). Students will work on improving basic math skills in order to better prepare for more advanced algebraic skills. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.**

Agriculture, Food & Natural Resources Cluster

Principles of Agriculture, Food, & Natural Resources

Course Number: 2145
Credit: 1, Full Year
Prerequisite: *None*

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. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Floral Design

Course Number: 2145
Credit: 1, Full Year
Prerequisite: *None*

Floral Design is an exciting, interesting and challenging career opportunity. It is an art form that is becoming more important to the healthy lifestyle of many people. There are many jobs available in this industry for people who are willing to work hard and express their creative abilities through flowers and foliage plants. This course is designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. Students will create floral arrangements. **Note: There is a \$40 materials fee for this course. This course will satisfy the Fine Arts credit requirement.**

Advanced Floral Design

Course Number: 2146
Credit: 1, Full Year

Prerequisite: *Floral Design; Instructor approval*

In this course, students build on the knowledge base from Floral Design and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and floral event planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs. Through the analysis and evaluation, the design needs and expectations of clients are explored and appropriate creations are proposed and evaluated. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises. **Note: There is a \$40 materials fee for this course.**

Architecture and Construction Cluster

Construction Technology I

Course Number: 2139

Credit: 2, Full Year

Prerequisites: None

Students will gain knowledge and skills specific to those needed to enter the workforce in the areas of carpentry and construction. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Note: There is a \$40 materials fee for this course. This course is double-blocked.

Construction Technology II

Course Number: 2135

Credit: 2, Full Year

Prerequisite: Construction Technology I

In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills. To attain academic success, students must have opportunities to learn reinforce, apply and transfer their knowledge, skills and technologies in a variety of settings. **Note: There is a \$40 materials fee for this course. This satisfies the advanced course requirement for the Foundation endorsement in Architecture & Construction. This course is double-blocked.**

Practicum in Construction Management

Course Number: 2137

Credit: 2, Full Year

Prerequisite: Seniors only; Construction I and II; Instructor approval

This program is designed for seniors desiring training for careers in the various industrial and industrial-related occupations by combining approved training experiences with related classroom studies. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the manufacturing cluster. The program is designed to prepare students for employment upon graduation from high school and to provide the foundations and guidance to those students who desire advanced training in industrial occupations beyond the secondary level. **Note: There is a \$40 materials fee for this course. This satisfies the advanced course requirement for the Foundation endorsement in Architecture & Construction. This course is double-blocked.**

get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. Students will be expected to develop an understanding of the fundamental elements and principles of visual art and design. This course will require some after school time. This course is noted on the transcript as Graphic Design and Illustration.

Audio Video Production I

Course Number: 2127

Credit: 1, Full Year

Prerequisite: None

This introductory course will teach students the basics of photography, camera functions, video editing, media analysis, and filmmaking. Students will work in groups to write, shoot, and edit their own projects. Sample student projects during the year include the creation of Public Service Announcements (PSAs), commercials, short films, music video, and screenplays in proper format.

Audio Video Production II

Course Number: 2128

Credit: 1, Full Year

Prerequisite: Audio Video Production I

This advanced course provides job-specific instruction for careers in the film and television industries. The course integrates advanced video and audio techniques with the art of computer graphics and electronic instrumentation. The focus of the course is on the creation of visual and special effects and green screen studio production. Students will further their knowledge of cinema history and analysis with discussions and selected film examples screened during the year. Sample projects include short films, commercials, production packages, audio synch, movie trailers, etc. **This satisfies the advanced course requirement for the Foundation endorsement in Audio/Video Production. This course is double-blocked with the Audio Video Production II Lab course. Students must enroll in both courses.**

Audio/Video Production II Lab

Course Number: 2125

Credit: 1, Full Year

Prerequisite: Audio Video Production I; This course must be taken concurrently with Audio/Video Production II and may not be taken as a stand-alone course

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course affords necessary time devoted specifically to the production and post-production process. **This course must be taken concurrently with Audio/Video Production II and may not be taken as a stand-alone course.**

Arts, AV Technology and Communications Cluster

Beginning Yearbook (GDI)

Course Number: 2130

Credit: 1, Full Year

Prerequisite: None

Beginning Yearbook (GDI) students become actively involved in the publishing of the school yearbook. Students

Practicum in Audio Video Production

Course Number: 2126

Credit: 2, Full Year

Prerequisite: Seniors only; Audio/Video Production II and Audio/Video Production II Lab; Instructor approval

This is a capstone experience for students participating in a coherent sequence of courses in Arts, A/V Technology and Communications. Practicum experiences are designed to give students supervised practical application appropriate to the level and nature of skills acquired in their chosen sequence. Students will be responsible for creating a business plan as well as producing a video project that will be evaluated for professional quality. **This satisfies the advanced course requirement for the Foundation endorsement in Audio/Video Production. This course is double-blocked.**

Professional Communications

Course Number: 2751

Credit: ½, Semester

Prerequisite: None

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to have a strong and solid academic foundation and a proficiency in professional oral and written communication. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, and conduct Internet research. **This course will satisfy the Speech requirement.**

Business Management and Administration Cluster

Business Information Management I

Course Number: 2161

Credit: 1, Full Year

Prerequisite: None

Students in Business Information Management I get a head start on mastering the most popular business software suite—Microsoft Office. Students gain proficiency in Word, Excel, Power Point, and Access and learn important technology and business skills while utilizing creativity.

Business Information Management II

Course Number: 2162

Credit: 1, Full Year

Prerequisite: Business Information Management I

Students in Business Information Management II will strengthen individual performance in work place, society, & business management skills. The world of business, as a future goal, is nurtured and all business and technical skills will be reinforced. Oral & written communication, teamwork, public relations, and leadership skills are emphasized through student's implementation of their own business projects. **This satisfies the advanced course requirement for the Foundation endorsement in Business Information Management.**

Finance Cluster

Money Matters

Course Number: 2175

Credit: 1, Full Year

Prerequisite: None

Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning. Course topics include: understanding interest; avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying property; starting a small business; investments and savings; consumer loans; insurance; completing the application for federal student aid provided by the United States Department of Education; and methods of paying for college. The course also focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.

Statistics and Business Decision Making

Course Number: 2176

Credit: 1, Full Year

Prerequisite: Algebra II

This course prepares students to take entry-level Statistics in college. Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Graphing calculators and computers are the primary tools for data analysis. **This course will satisfy graduation requirements under the Foundation graduation plan.**

Health Science Cluster

Sports Medicine I

Course Number: 2041

Credit: 1, Full Year

Prerequisite: None

Sports Medicine I is designed to prepare the student in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills, and techniques commonly used in athletic training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy. **This class does NOT count for Career & Technical Education credit.**

Sports Medicine II

Course Number: 2042

Credit: 1, Full Year

Prerequisite: *Sports Medicine I*

Sports Medicine II is designed to continue student preparation in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills and techniques commonly used in Athletic Training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy. **This class does NOT count for Career & Technical Education credit.**

Anatomy and Physiology

Course Number: 2306

Credit: 1, Full Year

Prerequisite: *Biology and a second science credit; This course satisfies a high school science graduation requirement*

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. **This course will count for the fourth year of science credit and counts for Career and Technical Education credit.**

Medical Microbiology

Course Number: 2309

Credit: 1, Full Year

Prerequisite: *Biology and Chemistry; Anatomy and Physiology recommended; This course satisfies a high school science graduation requirement*

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. **This course will count for the fourth year of Science Credit and counts for Career and Technical Education credit.**

Human Services Cluster

Health/Lifetime Nutrition & Wellness

Course Number: 2708

Credit: ½, Semester

Prerequisite: *None*

Health/Lifetime Nutrition & Wellness is a study of the care of the body and its systems, as well as the relationship of personal behavior to wellness. Topics covered are consumer health, nutrition, sex education for family living, use and abuse of tobacco, alcohol and drugs, and growth and development. Community health, environmental studies, disease, fitness, first aid, and safety are also studied. Students will also complete a required training in Cardiopulmonary Resuscitation (CPR). This course is noted

on the transcript as Lifetime Nutrition and Wellness. **This course counts for Career and Technical Education credit.**

Information Technology Cluster

Computer Science Programming I

Course Number: 2164

Credit: 1, Full Year

Prerequisite: *Algebra I recommended*

This class is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. Even though the course does not focus on the development of math skills, a strong math background is a good predictor of success. This course is noted on the transcript as Computer Programming I. **This course counts for Career and Technical Education credit Computer Programming I.**

Pre-AP Computer Science Programming II

Course Number: 2165

Credit: 1, Full Year

Prerequisite: *Algebra I, completion of or concurrent enrollment in Geometry, and Computer Science Programming I recommended*

This course is designed for those students who wish to prepare for AP Computer Science or prepare for entry to a computer science major at the college level. This is a beginner's course in Java programming, which is an object-oriented programming language that is becoming the standard in software development in programming for the web. A large part of the course is built around the development of computer programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. Through the development of program, fundamentals computer science concepts are covered. Students will learn how to dissect complex problems into manageable parts and implement solutions using a variety of tools. Students will be introduced to a variety of concepts and by learning the science of designing computer programs using an object-oriented style. The course will develop these skills using Java as a means for learning programming. Even though the course does not focus on the development of math skills, a strong math background is a good predictor of success. This course is noted on the transcript as Computer Programming II. **This course counts for Career and Technical Education credit Computer Programming II.**

OnRamps Computer Fluency (Dual Credit CS 302)

Course Number: 2166

Credit: 1, Full Year

Prerequisite: *Algebra I; Computer Science Programming I and teacher recommendation; Credit for or concurrent enrollment in Algebra II preferred*

OnRamps Computer Fluency is an entry-level college computer science and programming course that does not require any previous background in programming. Instead, it focuses on the power, beauty, and joy of computing and shows how computing impacts almost every aspect of our lives. Students learn how computational thinking can help solve real-world problems in varied fields such as forensics, social networking, and artificial intelligence. Students also develop basic programming skills. Students who demonstrate college readiness through the OnRamps course may be eligible to earn college credit in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit only. This course is noted on the transcript as Computer Programming II. **This course counts for Career and Technical Education credit in Computer Programming II.**

Robotics Programming and Design

Course Number:

Credit: ½, Semester

Prerequisite: *Algebra I, Algebra II, and Computer Science Programming I recommended*

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts. **This course counts for Technology Applications credit. This class does NOT count for Career & Technical Education credit.**

AP Computer Science

Course Number: 2167

Credit: 1, Full Year

Prerequisite: *Algebra I & Computer Science Programming I; Algebra II is recommended*

This college-level course prepares students to take the AP Computer Science exam for possible college credit. This course can also count as a 4-year mathematics credit. Computer Science AP continues the study of Computer Science I and is designed for students who are preparing for

the Advanced Placement examination. Topics include advanced data structures, introduction to computer architecture, extensive programming in Java, and development of a professional quality and extensive programming project. This course is designed for students who are interested in majoring in Computer Science, Science, Management Information System, or Engineering. Students are required to take the Advanced Placement Computer Science Exam at the conclusion of the course. **Students entering high school in 2014 or after must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course will satisfy graduation requirements for mathematics under the Foundation graduation plan. This course counts for Technology Applications credit. This class does NOT count for Career & Technical Education credit.**

Manufacturing Cluster

Welding I

Course Number: 2136

Credit: 2, Full Year

Prerequisite: *Algebra I recommended*

Welding provides the knowledge, skills, and technologies required for employment opportunities in metal technology systems. The areas of oxy-fuel processes, plasma arc cutting, arc welding, mig welding, and tig welding will be covered. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. **Note: There is a \$40 materials fee for this course. This course is double-blocked.**

Welding II

Course Number: 2158

Credit: 2, Full Year

Prerequisite: *Welding I; Algebra I or Geometry recommended*

This course is a project-based research course for students who wish to develop advanced welding skills. **This course is only open to students who have declared an endorsement in Manufacturing (Welding).** Study includes shielded metal arc welding, gas metal arc welding, advanced flux cored arc welding, and gas tungsten arc welding. Students use knowledge of welding blueprints to complete an advanced project and work independently to fabricate a welded project. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. To attain academic success, students must have opportunities to learn, reinforce, apply and transfer their knowledge, skills and technologies in a variety of settings. **Note: There is a \$40 materials fee for this course. This satisfies the advanced course requirement for the Foundation endorsement in Manufacturing & Welding. This course is double-blocked.**

Marketing Cluster

Advertising

Course Number: 2131

Credit: ½, Semester

Prerequisite: None

Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising. Students will create advertising using print, broadcast, and digital media. The course explores the social, ethical and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Entrepreneurship

Course Number: 2129

Credit: 1, Full Year

Prerequisite: None

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit. **This satisfies the advanced course requirement for the Foundation endorsement in Business Leadership.**

Social Media Marketing

Course Number: 2132

Credit: ½, Semester

Prerequisite: Advertising recommended

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.

STEM Cluster

Scientific Research and Design: Earth & Space

Course Number: 2311

Credit: 1, Full Year

Prerequisite: Biology, Chemistry, IPC, or Physics required; Completion of three science courses recommended

Scientific Research and Design is an advanced science course for motivated, creative, and inquisitive science students where they will experience science through original research. As the focus of this course, Earth's systems are studied through the themes of Earth in space and time, solid Earth, and fluid Earth. In this course, students participate in problem identification, investigation design, data collection, data analysis, formulation, and the presentation of the conclusions. All of these components are integrated with the career and technical education emphasis on helping students to develop the scientific thinking skills that lead to employment in high-skill, high-wage jobs and/or success in future education pathways. **This course counts for Career and Technical Education credit.**

Appendix A

Explanation of Eligibility for Automatic College Admission

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a 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:

- 1) successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
- 2) earned the distinguished level of achievement under the Foundation High School Program; or
- 3) 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.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

- 1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- 2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- 3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
- 4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate. (TAC §5.5(e))

A student is considered to have satisfied the course requirements if the student completed the portion of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework because courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

- 1) submit an application before the deadline established by the college or university to which the student seeks admission; and
- 2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

** 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 shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission.*

Additional Resources

For the complete text of this statute, please refer to the Texas Education Code (TEC), §51.803, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm> - 51.803.

For questions related to the Automatic Admission policy, please visit the Texas Education Agency's Automatic College Admission webpage at http://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission/.



Lago Vista ISD Four-Year Planning Form - FHSP and FHSP w/Endorsement

Last Name: <i>(Please print.)</i>	First Name: <i>(Please print.)</i>		
Student ID:	Endorsement: <i>(Check all that apply.)</i>		
Email:	<input type="checkbox"/> Advanced Placement – STEM <input type="checkbox"/> Audio/Video Production – Business & Industry <input type="checkbox"/> Architecture & Construction – Business & Industry <input type="checkbox"/> Business Leadership – Business & Industry <input type="checkbox"/> Business Information Management – Business & Industry <input type="checkbox"/> Computer Information Technology – Business & Industry <input type="checkbox"/> Computer Information Technology – STEM <input type="checkbox"/> Health Science – STEM <input type="checkbox"/> Fine Arts – Arts & Humanities <input type="checkbox"/> Journalism – Business & Industry <input type="checkbox"/> Science – STEM <input type="checkbox"/> Spanish – Arts & Humanities <input type="checkbox"/> Speech Communications – Business & Industry <input type="checkbox"/> Welding – Business in Industry <i>(2014 & 2015 Only)</i>		
Expected Graduation Year:	Graduation Plan Type: <i>(Check one.)</i>		
Grade THIS year: <i>(Check one.)</i>	<input type="checkbox"/> Foundation Only - Only after sophomore year; <i>Opt-out agreement required.</i> <input type="checkbox"/> Foundation + Endorsement <input type="checkbox"/> Distinguished Achievement - Must take Algebra II; Required for Top 10% Automatic Admissions.		
<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			

Credit Requirements for FHSP + Endorsement and Distinguished Achievement Plans Math - 4.0 credits <i>(Including Algebra II)</i> Science - 4.0 credits English - 4.0 credits Social Studies - 3.0 credits Speech/Prof. Comm. - .5 credit Health/Nutrition - .5 credit Fine Arts - 1.0 credit Physical Education - 1.0 credit LOTE - 2.0 credits Endorsement Coherent Sequence Electives LVISD Requires 28 Credits to Graduate	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%;">9th</th> <th style="width: 30%;">10th</th> <th style="width: 30%;">11th</th> <th style="width: 10%;">12th</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Math:</td> <td>Math:</td> <td>Math:</td> <td>Math:</td> </tr> <tr> <td>2</td> <td>Biology</td> <td>Science:</td> <td>Science:</td> <td>Science:</td> </tr> <tr> <td>3</td> <td>English:</td> <td>English:</td> <td>English:</td> <td>English:</td> </tr> <tr> <td>4</td> <td>Money Matters</td> <td>World History</td> <td>US History</td> <td>Government (.5) Economics (.5)</td> </tr> <tr> <td>5</td> <td>Prof. Comm. (.5) Health/Nutrition (.5)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		9 th	10 th	11 th	12 th	1	Math:	Math:	Math:	Math:	2	Biology	Science:	Science:	Science:	3	English:	English:	English:	English:	4	Money Matters	World History	US History	Government (.5) Economics (.5)	5	Prof. Comm. (.5) Health/Nutrition (.5)				6					7					8				
	9 th	10 th	11 th	12 th																																										
1	Math:	Math:	Math:	Math:																																										
2	Biology	Science:	Science:	Science:																																										
3	English:	English:	English:	English:																																										
4	Money Matters	World History	US History	Government (.5) Economics (.5)																																										
5	Prof. Comm. (.5) Health/Nutrition (.5)																																													
6																																														
7																																														
8																																														

Performance Acknowledgment Planning			
<input type="checkbox"/> Dual Credit <ul style="list-style-type: none"> • 12 hours/3.0 (un-weighted) 	<input type="checkbox"/> Bilingualism/Biliteracy <ul style="list-style-type: none"> • 3 credits at 80%; or • Level IV at 80%; or • 3 or Higher on APLOTE exam 	<input type="checkbox"/> Advanced Placement <ul style="list-style-type: none"> • 3 or Higher on an AP exam 	<input type="checkbox"/> College Preparation <ul style="list-style-type: none"> • PSAT/NMSQT Commended Scholar, or • College Readiness on 2 ACT Aspire Subject Tests, or • 410 Reading and 520 Math on SAT; or • ACT composite score of 28
		<input type="checkbox"/> Business and Industry <ul style="list-style-type: none"> • Earn business or industry certification 	

Appendix C

Lago Vista ISD Senior Early Release Information & Application

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grade 12 who meet the following specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Conditions for Approval of Early Release

Early release may be granted to a student under the following conditions:

- Student must have senior status (at least 21 credits) and be a fourth year student.
- Student must be completing coursework for the state Distinguished, Recommended, or Foundation Plus Endorsement Distinguished Achievement Graduation Plans.
- Student must be enrolled in courses that complete his or her graduation requirements at the end of the senior year.
- Student must have met the passing standard on all sections of the EOC STAAR examinations.
- Student must have met the 90% attendance requirement for each course during the junior year.
- Students must have earned a grade of C or higher in all classes during the junior year.
- Course changes will not be permitted simply to accommodate an early release request.
- Student must be signed up for a minimum of seven credits to qualify for the privilege.
- Early release will only be considered for the last period of the day.
- Students must apply each semester for early release.
- It is the student/parent's responsibility to contact any appropriate college/university's admissions office to determine that this request will not affect the student's admission.

Qualifying Circumstances for Early Release

Early release for seniors will only be granted in the following qualifying circumstances:

- **Dual or Concurrent Enrollment:** Student has verified enrollment in a college course during the off period. Only articulated courses may be used for high school credit. Also, as college courses are based on semesters, each college level class taken grants release time for 1 semester. Therefore, a student must take 2 or more college classes during their senior year to have release time for their entire senior year.
- **TxVSN Enrollment:** Student has verified enrollment in an online TxVSN course during the off period. As TxVSN courses are based on semesters, each course taken grants release time for 1 semester. Therefore, a student must take 2 or more TxVSN classes during their senior year to have release time for their entire senior year.
- **Employment, Internship, or Job Shadow Participation:** Student has documentation from a local business/corporation verifying that he/she is gainfully employed or will participate in an internship or job shadowing program and will be scheduled to be present during the off period. Student must submit a copy of his/her internship schedule signed by the internship supervisor to the office each semester.

Note: Students will not earn credit if granted early release for the purpose of employment. Credit for employment will only be granted to a student who is enrolled the Career Preparation (Co-op) Program. Students enrolled in a career preparation program may have a one-period early release to go to work that earns the student credit towards graduation.

Additional Provisions

For seniors with an approved early release, the following conditions apply:

- Student must have transportation to leave campus EACH DAY.
- Student must leave campus IMMEDIATELY following his/her last scheduled class. There may be no loitering or congregating in the student parking lot or other locations on the school grounds.
- The early release privilege will be revoked for the remainder of the semester for any of the following reasons:
 - The student is late to school more than five times in a semester.
 - The student is absent more than five times in a semester and/or falls below the 90% attendance rule in any class.
 - The student receives a failing grade on a progress report.
 - A student receives an out-of-school suspension or two major disciplinary infractions.
- Any student who loses his or her privilege due to disciplinary infractions during the first semester will be ineligible for early release during the second semester.

Print Student Name _____ ID# _____

Lago Vista ISD Senior Early Release Application

Student Information

Full Name: _____ Phone: _____

Street Address: _____

City, State: _____ Zip Code: _____

Parent Name: _____ Phone: _____
(Student's Initials)

- _____ 1. I have at least 21 credits and am a fourth year student.
- _____ 2. I am on the Foundation Plus Endorsements Distinguished Achievement Graduation Plan.
- _____ 3. I am enrolled in courses that complete my graduation requirements at the end of my senior year.
- _____ 4. I have met the passing standard on all sections of the EOC/STAAR.
- _____ 5. I met the 90% attendance requirement for each course during my junior year.
- _____ 6. I earned a grade of C or higher in all classes during my junior year.
- _____ 7. I understand it is my responsibility to contact any appropriate college/university's admissions office to determine if this request will affect my admission.
- _____ 8. I am applying for early release for the following qualifying circumstance:
 - Dual or Concurrent Enrollment
 - TxVSN Enrollment
 - Employment, Internship, or Job Shadow Participation

Dual/Concurrent/TxVSN Enrollment Information Not Applicable

Name of College/University/School: _____ Location: _____

Class Enrolled: _____ Semester: Fall or Spring

Professor/Instructor: _____

A copy of the official schedule must be submitted to the front office. Students must apply each semester for early release.

Employment, Internship, or Job Shadow Information Not Applicable

Name of Business: _____ Phone: _____

Name of Supervisor: _____ Email: _____

Address: _____

City, State: _____ Zip Code: _____

Student must submit a copy of his/her job or internship schedule signed by the internship supervisor to the office each semester. Students must apply each semester for early release.

Student Agreement

I agree to the terms and conditions required for early release. I agree to submit all of the required paperwork and to make all of the necessary appointments and adjustments with the guidance office if I no longer meet these requirements.

Please list the class to be removed from your schedule: _____

Student Signature

Date

Parent Agreement

I grant permission for my son/daughter to be released from school early. I verify that he/she meets one of the qualifying conditions. I agree to the terms and conditions required for early release.

Parent Signature

Date

Appendix D



Lago Vista ISD UIL Eligibility Waiver Form

Lago Vista ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level course work. Students may be granted a waiver if they fail an advanced academic (Pre-AP, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent.

Students will only be eligible for one waiver for per course per academic year. All UIL Eligibility Waivers require administrator approval, a parent signature, and approval of the coach/sponsor.

Student Name: _____

Grade Level: _____

I am choosing to use my UIL eligibility waiver for the _____ school year for the Pre-AP/AP/OnRamps/Dual Credit course:

Name of Course

Grade in Course (60 – 69)

Student Signature

Date

Parent Signature

Date

Coach/Sponsor Signature

Date

Once all signatures have been obtained, return this form to your Assistant Principal's office. The office will keep this form on file for the remainder of the school year.

Advanced Class UIL Eligibility Waivers

Students will only be eligible for one waiver per course per academic year.

University Interscholastic League (UIL) Eligibility

Refer to UIL website <http://www.uil-texas.org/files/tea-uil-side-by-side.pdf>

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.