

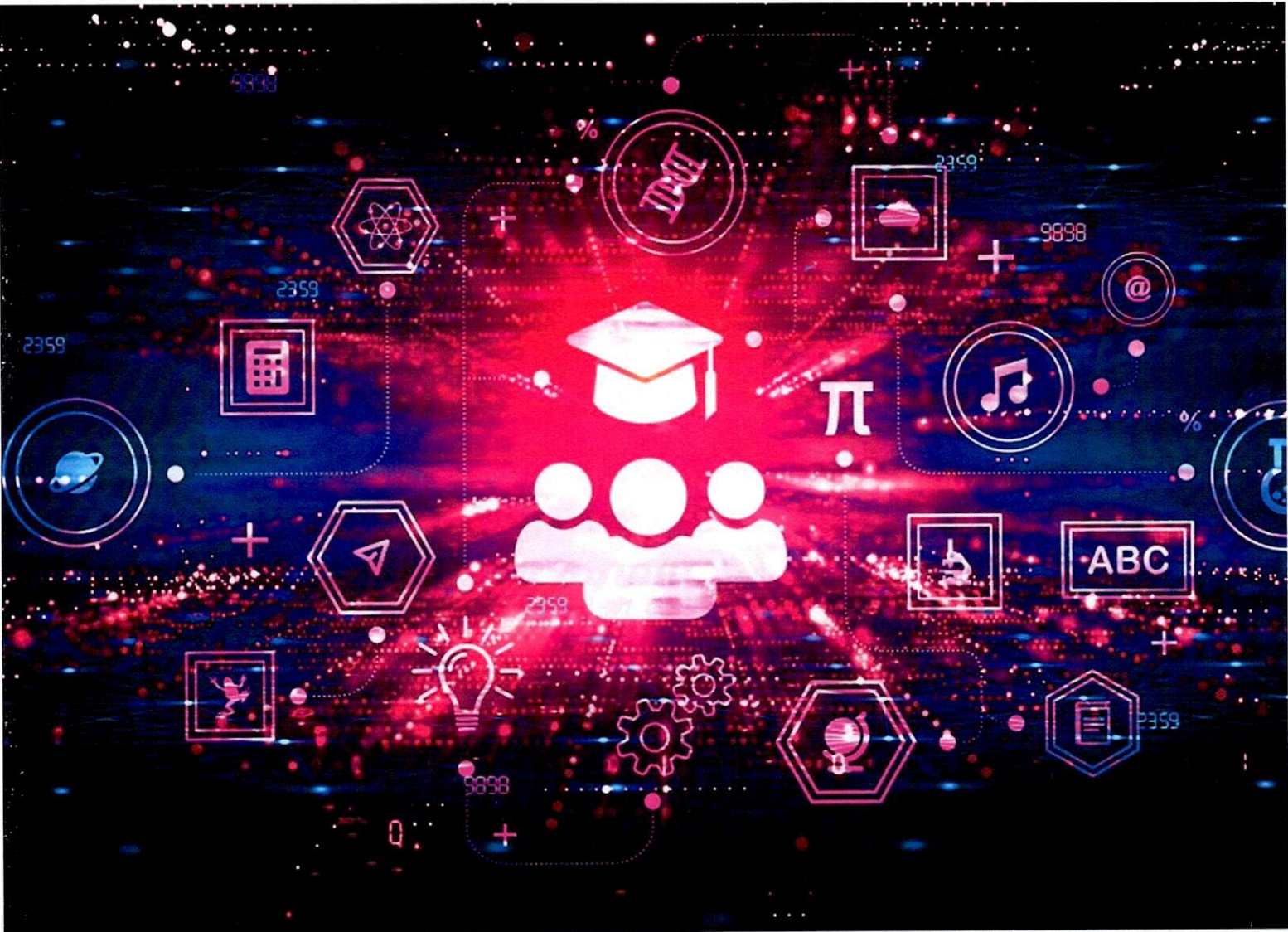


AN EARLY COLLEGE DISTRICT

# BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

**Curriculum, Instruction & Accountability Department**



## HIGH SCHOOL COURSE LISTING GUIDE 2025 – 2026

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# Quick Reference High School

## 2025-2026 Revisions

All.....Update School Year, Page Numbers, Dates, and Grammatical Errors

34..... Update Credit by Examination for Acceleration with No Prior Instruction Testing Windows

54..... New AP Course Offering (AP Research)

62..... New AP Biology statement

97-104.....Update Dual Enrollment Section

106-131.....Update CTE Section

*Course listing Guide*  
*General Information*

The information here is to serve as a guide in developing student schedules, master schedules, and other procedures related to the credit system. The Texas Education Agency publication, STATE BOARD OF EDUCATION RULES FOR CURRICULUM, is the basic manual, which is used in formulating the credit system for the Brownsville Secondary Schools. Each BISD student graduates under the graduation requirements and grade weight system in effect when he/she first entered the 9<sup>th</sup> Grade, regardless of school or school system.

**Providing Opportunity to Participation in All Courses**

School districts shall provide each student with the opportunity to participate in all courses as prescribed by the State Board of Education. Students shall be given the opportunity each year to select courses in which they intend to participate from a list that includes all courses as designated by the State Board of Education. For those courses, with fewer than 10 students indicate that they will participate, school districts shall employ options, as directed in "Options for Offering Courses", to provide the course and shall maintain evidence. If a district is not going to offer the required courses every year, but intends to offer particular courses only every other year, the district must give notice of such fact to all enrolled students, who wish to take an elective course offered in another district high school and not in their zoned school, may be transferred to that school for one-half day. Transportation may not be available for students to participate in the various programs offered by BISD.

**Credit Requirement for Class Placement**

Grade Level advancement for students in grades 9-12 shall be earned by state graduation course credits. Changes in grade level classification shall be made three times per year; at the beginning of the fall semester, at the beginning of the spring semester, and during the month of May [EIE LOCAL]. Reclassification of students at comprehensive high schools shall be made only if the student has been retained.

NOTE: Credits must be earned the semester prior to the grade classification posting.

**Class Placement**

**Credits**

Sophomore	6 credits
Junior	12 credits
Senior	19 credits

Note: All high schools look at student's cohort to determine grade level in addition to number of credits earned.

**Placement of in/out of district/state/country students**

- I. **Students seeking enrollment within the same academic school year:**
  - a. Placement will be determined based on the grade level students were enrolled at the prior school district or entity.
  
- II. **Students seeking enrollment without any schooling or limited schooling (One year or more without schooling):**
  - a. Placement will be determined by age as of **September 1**.
    - 1. Elementary School ..... **10** years old or less
      - 1<sup>st</sup> grade - 6 years old
      - 2<sup>nd</sup> grade - 7 years old
      - 3<sup>rd</sup> grade - 8 years old
      - 4<sup>th</sup> grade - 9 years old
      - 5<sup>th</sup> grade - 10 years old
    - 2. Middle School ..... **11-13** years old
      - 6<sup>th</sup> grade – 11 years old
      - 7<sup>th</sup> grade – 12 years old
      - 8<sup>th</sup> grade – 13 years old
    - 3. High School ..... **14** years and over

**Course/Credit Validation Analysis (CVA) Service**

- d. In accordance with the Texas Education Agency requirements for Award Credits (TAC §§7.102, 25.007, and 28.023\_§74.26), the Brownsville Independent School District has two different methods for **out-of-country** credit validation:
  - i. BISD has implemented the **Course/Credit Validation Analysis (CVA)** procedure, which will allow the district to ensure and expedite the process to evaluate academic records or transcripts for **out-of-country** students. Such procedure entails the following:
    - 1. Each BISD high school LUCHA (Brownsville Recent Arrival Acceleration & Validation Outreach) Teacher and the Counseling Department in collaboration with the Bilingual Department/ Central Office/Curriculum & Instruction Department will generate an individual electronic **Course/Credit Validation Analysis (CVA)** for students coming from **out-of-country**, who completed

grades in their home country.

2. For student coming from out-of-country, Parent/Guardian must provide Campus Counselor and the LUCHA Teacher with an official report card and/or Academic Transcript. For students coming from Mexico, documentation for "Secundaria (7<sup>th</sup>,8<sup>th</sup> and 9<sup>th</sup>) and Preparatoria (10<sup>th</sup>-12<sup>th</sup>)" must be submitted. In all classes, Parent/Guardian must sign the "***CVA\_Parent's Authorization Letter***"; if deemed necessary to verify the student academic background of the student in Mexico.
  3. Once the student **BISD\_CVA** has been reviewed and approved at the Central Office, awarded academic credits must be entered into eSchool System, then the grade placement promptly in the appropriate grade level as necessary within 30 school days.
    - ii. Under special circumstances, high school equivalent courses earned in Preparatoria (Grades 10<sup>th</sup> – 12<sup>th</sup>) ***may be*** analyzed and evaluated by a third-party Credit Validation System through the LUCHA Program to ensure proper class placement and to award credits for graduation plan.
- e. Each EB Schedule **MUST BE DEVELOPED ON AN INDIVIDUALIZED BASIS** and based on LPAC recommendations.
  - f. State law governing promotion/retention criteria states in Section 28.021 of the Texas Education Code: "A student may be promoted **only** on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."

**Note:** Students, who are eighteen (18) years of age or older [as per House Bill 2398] who wish to enroll in high school for the first time or re-enroll in BISD, or whose age will not permit them to graduate before their twenty-first (21<sup>st</sup>) birthday, should be counseled regarding an alternative educational option to be in compliance with the State Compulsory School age House Bill 2398.

### **Classification of Out-of-District Students**

1. The Academic Achievement Record/AAR (transcript) is important for a student's appropriate placement and continued education.
2. Out-of-District students within Texas must be enrolled under the appropriate classification placement shown in the AAR and/or withdrawal documentation as per TEA Minimum Standards AAR 2012 (d) (#1) page 13.
3. Out-of-District students within Texas must graduate under the course listing guide in effect when they entered as freshmen with their age appropriate BISD peers.
4. A school may recalculate placement based on BISD guidelines for credits for out-of-state students.
5. Parents and students must be counseled on classification status.

### **Academic Achievement Record 19 TAC Subchapter F §74.61 (a)**

Graduates of each high school are awarded the same type of diploma. The Academic Achievement Record (AAR), rather than the diploma, records individual accomplishments, achievements, courses completed and displays the appropriate graduation seals.

### **Diplomas**

BISD'S Operating Procedure is that diplomas will contain the school year in which the student is declared a graduate as per Board Approval. The actual completion date of graduation requirements is indicated on the individual AAR.



*High School Graduation  
Plans  
Endorsements  
Programs of Study*

## HB5 Graduation Requirements for Brownsville ISD

**House Bill 5 (HB5):** House Bill (HB5) created a new graduation plan called Foundation High School Program that was implemented beginning in 2014-2015 school year. The graduation plan replaces the previous Minimum, Recommended and Distinguished graduation plans. All students, who are entering the 9<sup>th</sup> grade in and after the fall of 2014, will be required to select an endorsement pathway in Arts and Humanities, Business and Industry, Public Service, STEM (Science and Math) and/or Multidisciplinary.

### HB5 /BISD Graduation Requirements

#### State Required Core Courses

English (4 credits): English I, English II, English III plus an Advanced English Course (refer to p. 12)

Math (4 credits): Algebra I, Geometry, Algebra II and an Advanced Math (refer to p. 12)

Science (4 credits): Biology, and three Additional Advance Science course (refer to p. 12)

Social Studies (3 credits): World History or World Geography as well as U.S. History, U.S. Government and Economics (refer to p.13)

#### State Required Non-core Courses

Language other than English (2 credits)

Physical Education (1 credit)

Fine Arts (1 credit)

Electives (4 credits)

#### BISD Requirements

Professional Communications or Communication Applications (Speech – ½ credit)

Health (1/2 credit)

Endorsement(s) – 26 credits

To earn an endorsement, a student must successfully complete:

1 additional credit in math

1 additional credit in science

2 additional elective credits

#### Distinguished Level of Achievement – 26 Credits

To earn a distinguished Level of Achievement, a student must successfully complete the curriculum requirements for at least one endorsement, including 4 credits in science and 4 credits in mathematics to include Algebra II.

#### Performance Acknowledgement

A student may earn a performance acknowledgment on their transcripts in any of the following when criteria is met in that area.

- Completing at least 12 hours of college academic courses, including those taken for dual credit and advanced technical credit (refer to p.16)
- Bilingualism and Biliteracy (refer to p. 16)
- On a college AP or IB exam (refer to p. 16)
- On the PSAT, ACT – PLAN, SAT or ACT (refer to p.17)
- For earning nationally or internationally recognized industry certification (refer to p.17)

**Additional HB5 Requirements are mastered upon completion of the following:**

**Proper Interaction with Peace Officers. Senate Bill (SB) 30, also known as The Community Safety Education Act.**

Requires the State Board of Education (SBOE) to adopt rules to include the instruction developed under TEC, §28.012, in one or more courses in the required curriculum for students in grades 9-12.

**CPR Instruction H. B. No. 897**, is integrated in the BISD Health required curriculum.

Accelerated students, who have earned multiple state high school credits prior the beginning 9<sup>th</sup> grade, may undertake advanced courses in order to continue their academic progress and meet graduation requirements, providing course prerequisites have been met.

**Financial Aid Application Requirement HB 3 – subject to TEA administrative rules**

Beginning in 2021-2022, each student must do one of the following to graduate:

- Complete and submit a free application for federal student aid (FAFSA)
- Complete and submit a Texas application for state financial aid (TASFA)
- Submit a signed opt-out form

This requirement applies beginning with the students enrolled in 12<sup>th</sup> grade during the 2021-2022 school year.

This requirement is integrated in the BISD Economics requirement.



**FOUNDATION HIGH SCHOOL PROGRAM (FHSP) FOUNDATION  
HIGH SCHOOL PROGRAM** without endorsements – 22 Credits for Students  
Entering Grade 9 in and after 2014-2015

**§Chapter 74.11 (d)(1)(2): A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:**

1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School program without earning an endorsement.

<b>English Language Arts</b>	
<b>Four English credits are required.</b>	
Two credits One Credit	Must consist of English I & English II Must consist of English III, a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.33 of this title
One credit may be selected from:	<p>English IV; Independent Study in English; Literary Genres; Creative Writing; Research and Technical Writing; Humanities;</p> <p>Public Speaking III; Communication Applications; Oral Interpretation III; Debate III; Independent Study in Journalism; Independent Study in Speech;</p> <p>Advanced Broadcast Journalism III; Advanced Journalism: Newspaper III; Advanced Journalism: Yearbook III; HB5 English Language Arts Comparable Advanced Placement (AP) English language arts course; Comparable International Baccalaureate (IB) English language arts course;</p> <p>Business English; A college preparatory English Language Arts;</p>
<b>Mathematics</b>	
<b>Three mathematics credits are required.</b>	
Two credits	Must consist of Algebra I and Geometry
One advanced math credit After successful completion of Algebra I	Mathematical Models with Applications; Mathematical Applications in Agriculture, Food, and Natural Resources; Digital Electronics;
Additional One Credit may be selected from:	<p>Algebra II; Precalculus; Advanced Quantitative Reasoning; Independent Study in Mathematics; Discrete Mathematics for Problem Solving;</p> <p>Algebraic Reasoning; Statistics; AP Computer Science A; IB Computer Science Higher Level; Engineering Mathematics;</p> <p>Financial Mathematics; Applied Mathematics for Technical Professionals;</p> <p>Accounting II; Manufacturing Engineering Technology II; Robotics II.</p> <p>Statistics and Business Decision Making; Discrete Mathematics for Computer Science; A comparable AP Mathematics; HB5 Math; Pursuant to the TEC, §28.025(b-5);</p> <p>Pursuant to the TEC, §28.002(g-1); One credit of a two-credit IB mathematics;</p>
<b>Science</b>	
<b>Three science credits are required.</b>	
One credit	Must consist of Biology or a comparable AP or IB Biology course
One credit may be selected from:	<p>Integrated Physics and Chemistry; Chemistry; Physics;</p> <p>Principles of Technology; A comparable AP or IB chemistry or physics course</p>
Additional Advanced Science:	<p>Chemistry; Physics; Aquatic Science; Astronomy; Earth and Space Science; Environmental Systems; A comparable AP Science;</p> <p>Advanced Animal Science; Advanced Plant and Soil Science; Anatomy and Physiology; Medical Microbiology; Pathophysiology; Food Science; Forensic Science;</p> <p>Biotechnology I; Biotechnology II; Principles of Technology; Scientific Research and Design; Engineering Design and Problem Solving; Engineering Science</p>

**CONTINUED---- FOUNDATION HIGH SCHOOL PROGRAM (FHSP)**

Social Studies	<p><b>Three credits are required.</b></p> <p>Must consist of United States History Studies Since 1877 (one credit).                  United States Government (one-half credit).                  One-half credit must be selected from the following:                  Economics with Emphasis on the Free Enterprise System and Its Benefits; or                  Personal Financial Literacy/Economics</p>
Two credits	<p>World History Studies;                  World Geography Studies; or                  A comparable AP or IB World History or World Geography course</p>
One credit may be selected from:	<p><b>Two credits.</b></p> <p>Any two levels in the same language; or                  Two credits in computer programming languages selected from Computer Science I, II, and III.</p>
Languages Other than English (LOTE)	<p><b>One credit.</b></p> <p>Lifetime Fitness and Wellness Pursuits;                  Lifetime Recreation and Outdoor Pursuits; and                  Skill-Based Lifetime Activities.                  Junior Reserve Officer Training Corps (JROTC);</p>
Two credits must consist of:	<p>in accordance to local policy; up to one credit for any of the course listed above may be earned through participation in the following: Drill Team, Marching Band, Dance or Cheerleading.</p>
Physical Education	<p><b>One credit. (*)</b></p> <p>Art, Level I, II, III &amp; IV                  Theatre, Level I, II, III, or IV;                  Dance, Level I, II, III &amp; IV                  Principles and Elements of Floral Design;                  Music, Level I, II, III &amp; IV                  3-D Modeling and Animation</p>
Credit may be from any combination of the following one half to one credit courses:	<p><b>Five credits including Professional Communications (1/2 credit) * and Health (1/2 Credit) **.</b></p>
Fine Arts	<p><b>22</b></p>
Elective Courses	<p><b>Total Credits:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 574.12.(5)(B)</b> If a student, in completing the first credit of Languages Other than English (LOTE), demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows: Special Topics in Language and Culture; World History or World Geography for a student who is not required to complete both by the local district; another credit selected from Chapter 114 of this title; computer programming languages.</li> <li>• *BISD Required Elective: Professional Communication and/or Communication Application [SPEECH]</li> <li>• **BISD Required Elective: Health Education, Health Quest (1/2 credit), may be satisfied by Health I or Advanced Health, or ---one credit, which may be satisfied by Health Science CTE courses--Principles of Health Science or Health Science Theory/Clinical or Human Body Systems.</li> <li>• A student, who due to disability, is unable to complete two credits in the same language in a LOTE, may substitute a combination of two credits from English language arts, mathematics, science or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by the student's ARD committee if the student receives special education services under the TEC, chapter 29 Subchapter A; or by the committee established under section 504 Rehabilitation Act of 1973 (29) United States code (USC), §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered under the Rehabilitation Act of 1973.</li> <li>• English language arts--four credits. Three of the credits must consist of English I, II, and III. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.</li> </ul>

**Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.**

**^ NOTE:** The TAC allows the proportional award of credit. A student may satisfy a graduation requirement for which there are multiple options with one-half credit of one option and one-half credit of a second option, unless otherwise specified by TAC or local district policy (§74.26(d)). For example, a district may allow a student to satisfy the one-credit fine arts graduation requirement by combining a half credit for a Music course with half credit of Theatre course.



**FOUNDATION HIGH SCHOOL PROGRAM (FHSP) FOUNDATION  
HIGH SCHOOL PROGRAM** with one or more endorsements – 26 Credits for Students  
Entering Grade 9 in and after 2014-2015

**§Chapter 74.11(e): A student may earn a distinguished level of achievement by successfully completing all of the following:**

- Four credits in math, to include Algebra II;
- Four credits in science;
- Remaining curriculum requirements of the Foundation High School Program; and
- Curriculum requirements for **at least one endorsement**.

A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Endorsement(s)	
<b>Each endorsement requires:</b>	<b>Students are expected to earn an endorsement(s) in one of 5 areas in STEM; Public Services, Business &amp; Industry, Arts &amp; Humanities or Multidisciplinary Studies.</b>
<b>English Language Arts</b>	<b>*Flexibility in course selection may allow the 4<sup>th</sup> math and science credits to correlate to the endorsement area(s).</b>
<b>Two Credits</b>	Four English credits are required. Must consist of English I & English II
<b>One Credit</b>	Must consist of English III, a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.33 of this title
<b>**One Credit may be selected from:</b>	English IV; Independent Study In English; Literary Genres; Creative Writing; Research and Technical Writing; Humanities; Public Speaking III; Communication Applications; Oral Interpretation III; Debate III; Independent Study in Journalism; Independent Study in Speech; Advanced Broadcast Journalism II; Advanced Journalism: Newspaper III; Advanced Journalism: Yearbook III; HB5 English Language Arts; Comparable Advanced Placement (AP) Language Arts Course; Comparable International Baccalaureate (IB) English language arts course; Business English; A college preparatory English Language Arts;
<b>Mathematics</b>	<b>Four mathematics credits are required.</b>
<b>Two credits</b>	Must consist of Algebra I and Geometry
<b>One credit may be selected from:</b>	Mathematical Models with Applications; Mathematical Applications in Agriculture, Food, and Natural Resources; Digital Electronics;
<b>One credit may be selected from:</b>	Accounting II; Manufacturing Engineering Technology II; Robotics II.
<b>One credit may be selected from:</b>	Algebra II; Precalculus; Advanced Quantitative Reasoning; Independent Study in Mathematics; Discrete Mathematics for Problem Solving;
<b>Science</b>	<b>Four science credits are required.</b>
<b>One credit must consist of:</b>	Must consist of Biology or a comparable AP or IB Biology course
<b>One credit must be selected from:</b>	Integrated Physics and Chemistry; *Chemistry; *Physics;
<b>Additional credit may be selected from:</b>	Principles of Technology; A comparable AP or IB chemistry or physics course  Biotechnology I; Biotechnology II; Principles of Technology; Scientific Research and Design; Engineering Design and Problem Solving; Engineering Science  Advanced Animal Science; Advanced Plant and Soil Science; Anatomy and Physiology; Medical Microbiology; Pathophysiology; Food Science; Forensic Science;

\*\* Advanced Math Courses can only be taken after the successful completion of Algebra I

**CONTINUED---Foundation High School Program with Distinguished Level of Achievement**

<b>Social Studies</b>	<b>Three credits are required.</b> Must consist of United States History Studies Since 1877 (one credit). United States Government (one-half credit). One-half credit must be selected from the following: Economics with Emphasis on the Free Enterprise System and Its Benefits; or Personal Financial Literacy/Economics
One credit may be selected from:	World History Studies; World Geography Studies; or A comparable AP or IB World History or World Geography course.
<b>Languages Other than</b>	<b>Two credits.</b>
Two credits must consist of:	Any two levels in the same language; or Two credits in computer programming languages selected from Computer Science I, II, and III.
<b>Physical Education</b>	<b>One credit.</b>
Credit may be from any combination of the following one half to one credit courses	Lifetime Fitness and Wellness Pursuits; Lifetime Recreation and Outdoor Pursuits; and Skill-Based Lifetime Activities. Junior Reserve Officer Training Corps (JROTC);
<b>Communication Skills Course</b>	In accordance to local policy; up to one credit for any of the course listed above may be earned through participation in the following: Drill Team, Marching Band, Dance or Cheerleading.
<b>Fine Arts</b>	<b>Half credit.</b> Professional Communications or Communication Application**
<b>Endorsement Sequence</b>	<b>One credit. (^)</b> Art, Level I, II, III & IV Dance, Level I, II, III & IV Music, Level I, II, III & IV 3-D Modeling and Animation
<b>Other Electives</b>	<b>Four credits.</b> As determined by the Program of Study
<b>Total Credits: 26</b>	<b>Two and half credits.</b> Includes Health. Health*** (1/2 credit); and Two electives.

\*Required for STEM Endorsement.

\*\*BISD Requirement: Professional Communications or Communication Application (SPEECH)

\*\*\*BISD Requirement: Health Education, Health Quest (1/2 credit), may be satisfied by Health I or Advanced Health, or –one credit, which may be satisfied by Health Science CTE: courses: Principles of Health Science, Health Science Theory/Clinical, or Human Body Systems.

Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.

^ **NOTE:** The TAC allows the proportional award of credit. A student may satisfy a graduation requirement for which there are multiple options with one-half credit of one option and one-half credit of a second option, unless otherwise specified by TAC or local district policy (§74.26(d)). For example a district may allow a student to satisfy the one-credit fine arts graduation requirement by combining a half credit for a Music course with half credit of Theatre course.



## PERFORMANCE ACKNOWLEDGEMENTS

For students entering Grade 9 in and after 2014-2015

<b>§74.14 (a)(b)(c)(d)(e); Performance Acknowledgements</b>	
<b>Dual Credit</b>	<p><b>(a) A student may earn a performance acknowledgement on the student's transcript for outstanding performance in a dual credit course by successfully completing:</b></p> <p>(1) At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or</p> <p>(2) An associate degree while in high school.</p>
<b>Bilingualism and Biliteracy</b>	<p><b>(b) A student may earn a performance acknowledgement on the student's transcript for outstanding performance in bilingualism and biliteracy as follows:</b></p> <p>(1) A student may earn a performance acknowledgement by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:</p> <p>(A) 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</p> <p>(B) Satisfying one of the following:</p> <ul style="list-style-type: none"> <li>(i) Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or</li> <li>(ii) 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</li> <li>(iii) Completion of at least three credits in foundation subject areas courses in a language other than English with a minimum GPA of 80 on a scale of 100; or</li> <li>(iv) Demonstrated proficiency in one or more languages other than English through one of the following methods: <ul style="list-style-type: none"> <li>(I) A score of 3 or higher on a College Board advanced placement examination for a language other than English; or</li> <li>(II) A score of 4 or higher on an International Baccalaureate examination for a higher-level language other than English course; or</li> <li>(III) Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.</li> </ul> </li> </ul> <p>(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgement in Bilingualism and Biliteracy, an English language learner must also have:</p> <ul style="list-style-type: none"> <li>(A) Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and</li> <li>(B) Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).</li> </ul>
<b>AP Test</b>	<p><b>(c) A student may earn a performance acknowledgement on the student's transcript for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:</b></p> <p>(1) A score of 3 or above on a College Board advanced placement examination; or</p> <p>(2) A score of 4 or above on an International Baccalaureate examination.</p>



**CONTINUED----Performance Acknowledgements (PA)**

<p>PSAT,ACT- PLAN, SAT or ACT</p>	<p><b>(d) A student may earn a performance acknowledgement on the student's transcript for outstanding performance on the PSAT®, the ACT - PLAN®, SAT®, or the ACT® by:</b></p> <ul style="list-style-type: none"> <li>(1) Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;</li> <li>(2) Achieving the designated ACT readiness benchmark scores on the subject tests on the ACT-Aspire® examination as indicated by TAC Chapter 74.14(d);</li> <li>(3) Earning the designated SAT Composite score as indicated by TAC Chapter 74.14(d); or</li> <li>(4) Earning a composite score on the ACT® examination of 29 (excluding the writing sub score).</li> </ul>
<p>National or Internationally Recognized Business or Industry Certification or License</p>	<p><b>(e) A student may earn a performance acknowledgement on the student's transcript for earning a nationally or internationally recognized business or industry certification or license with:</b></p>
	<ul style="list-style-type: none"> <li>(1) Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification;</li> <li>or</li> <li>(2) Performance on an examination sufficient to obtain a government required credential to practice a profession.</li> </ul>

**Texas First Early High School Completion Program**  
19 TAC Part I, Chapter 21, Subchapter D (§§21.50-21.55)

**§21.50** The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program established under Texas Education Code, Chapter 56, Subchapter K-1, is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

A student who graduates early through the Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025. The school district must provide each student who earns a Program diploma with a designation of distinguished level of achievement on the student's diploma.

**§21.52** (a) Notwithstanding any other state or local law, a student is entitled to early high school graduation under the Texas First Early High School Completion Program if the student meets the criteria established in paragraphs (1) and (2) of this subsection. A student who achieves a required score on an assessment to meet the requirement of any one of paragraphs (1) and (2) of this subsection, shall be allowed to use that same assessment to meet the requirement of another section if the student's score meets the required minimum for each section.

(1) The student has met the following minimum criteria at the time of graduation:

- (A) Earned at least twenty-two (22) high school credits by any permissible method, including credit by examination;
- (B) Earned a final Grade Point Average equivalent to 3.0 on a 4.0 scale
- (C) Earned an overall scaled score in at least the 80th percentile on one or more of the following assessments: ACT, SAT, PSAT/NMSQT, TSIA/TSIA2, or GED, *or* alternatively, has a grade point average in the top ten percent of the student's current class during the current or semester prior to the counselor's or administrator's verification under subsection (b) of a student's eligibility for early graduation under the Program; and
- (D) Completed the requirement for the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) examinations for English I or II, Algebra I, and Biology by one of the following methods:
  - (i) If the student has taken the STAAR EOC for English I or II, Algebra I, and Biology, the student has achieved the satisfactory level of performance as defined by the Commissioner of Education; or
  - (ii) If the student has not taken the required STAAR EOC assessment for English I or II, Algebra I, or Biology, the student has satisfied the STAAR EOC requirement by achieving a passing score on a substitute assessment for that subject area authorized under Title 19 Texas Administrative Code, Chapter 101, Subchapter DD, §101.4002(b).

(2) The student has demonstrated the student's mastery of each subject area of English/Language Arts, Mathematics, Science, Social Studies, and a language other than English through assessments or other means eligible institutions commonly use to place students in courses that may be credited toward degree program requirements. A student may demonstrate mastery of each subject area, as applicable, by meeting one or more of the following criteria:

- (A) Earning a score on the STAAR EOC assessment that meets the college readiness standards set out in Title 19 Texas Administrative Code, Chapter 4, Subchapter C, §4.54;
- (B) Credit earned in a course in the core curriculum of an institution of higher education in which the student received at least a C; or
- (C) Meeting the standards on the assessments set out in Figure: 19 TAC §21.52(a)(2)(C)

Figure: 19 TAC §21.52(a)(2)(C)

**TEXAS FIRST EARLY HIGH SCHOOL COMPLETION PROGRAM**  
Subject Area Assessments and Benchmarks

ASSESSMENT INSTRUMENT	ENGLISH SUBJECT AREA	MS	MATH SUBJECT AREA	MS	SCIENCE SUBJECT AREA	MS	SOCIAL STUDIES SUBJECT AREA	MS	LANGUAGE OTHER THAN ENGLISH SUBJECT AREA	MS
SAT	EBRW	480	Math	530	SAT ST	700	SAT ST	690	SAT ST	730
ACT	English	18	Math	22	Science	23	Reading	22	--	--
PSAT/NMSQT	EBRW	460	Math	510	--	--	--	--	--	--
ACT - Plan	English	19	Math	19	Science	20	Reading	18	--	--
AP	English	3	Math	3	AP ST	3	AP ST	3	AP ST	3
CLEP	English	50	Math	50	CLEP ST	50	CLEP ST	50	CLEP ST	50
IB	Language/Literature	4	Math	4	Sciences ST	4	Individuals and Societies ST	4	Language Acquisition ST	4
TSIA	Reading	351 +4E	Math	450	--	--	--	--	--	--
TSIA2	ELAR	945 ±	Math	950	--	--	--	--	--	--
GED	English	5E 165	Math	165	Science	165	Social Studies	165	--	--

Gray Column indicates minimum score (MS)

ST = Subject Test

E= Essay

(b) A counselor or administrator at the public school of a student who is eligible for early graduation under the Program must verify that the student meets the requirements in subsections (a)(1) and (2) of this section, prior to issuing a diploma to the student under this Program. A student is responsible for providing the official copy of the assessment results to their counselor or administrator to verify these requirements.

(c) A school that issues a diploma under the Program shall require the minimum number of assessments to demonstrate that the student meets the criteria established in subsections (a)(1) and (2) of this section and may not require a student to take any other STAAR End-of-Course assessment to graduate under the Program, except as required by this section.

**§21.53** A student who graduates early through the Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025. The school district must provide each student who earns a Program diploma with a designation of distinguished level of achievement on the student's diploma.

**§21.55** (a) A student who meets all Program requirements according to Title 19 Texas Administrative Code §21.52 has met the requirements of the Texas Success Initiative according to Texas Education Code Chapter 51.  
(b) A student who meets all Program requirements according to Title 19 Texas Administrative Code §21.52 has met the initial eligibility requirements of the TEXAS Grant program, as authorized by the Toward EXcellence, Access, and Success Grant Program under the Texas Education Code §56.3041.

**§21.54** For the 2022-2023 school year, each high school must provide a written notification to each high school student and the student's parent or guardian listing the eligibility criteria for the Texas First Early High School Completion Program and Texas First Scholarship Program. After the 2022-2023 school year, the school must provide the notice to each student and the student's parent or guardian upon the student's initial enrollment in high school. The notice must include information about the requirements and the requirement that a student must provide an official copy of their assessment results and transcripts, as applicable, to receive credit for the assessments and credits required to receive early graduation from the Program.



## ECHS Cohort Course Sequence: Texas Southmost College Associate of Arts General Studies

9 <sup>th</sup> grade fall	9 <sup>th</sup> grade spring	10 <sup>th</sup> grade fall	10 <sup>th</sup> grade spring	11 <sup>th</sup> grade fall	11 <sup>th</sup> grade spring	12 <sup>th</sup> grade fall	12 <sup>th</sup> grade spring
*SPAN 2313 3 hours	SPAN 2315 3 hours	ARTS 1301 3 hours		*ENGL 1301 (required)	*ENGL 1301 (required) 3 hours	*ENGL 1302 3 hours	*ENGL 2341 3 hours
*MUSI 1306 3 hours	*SPCH 1315 3 hours	SOCI 1301 3 hours	*PSYC 2301 3 hours	*MATH 1314 (required)	*MATH 1314 (required) 3 hours	MATH 2412	MATH 2412 4 hours
				*HIST 1301 3 hours	*HIST 1302 3 hours	*BIOL LEC & Lab I 1406 4 hours	*BIOL LEC & Lab II 1407 4 hours
				*GOVT 2305 3 hours	*GOVT 2306 3 hours	ECON 2301 3 hours	
<b>Credit Hours:</b> 6	6	6	3	6	12	10	11

Students who pass the AP Spanish exam are not awarded SPAN 2313 or 2315 credit at this time

\*Core Curriculum

**(required)** = TEA monitored course for ECHS cohort

.....➔ Yearlong Course

For core complete, a student may take MUSI 1306 or ARTS 1301 and PSYC 2301 or SOCI 1301

Updated 9.01.23

Possible Course Substitutions may be selected from TSC Programs of Study and BISD Board Approved Course Listing Guide



## ECHS Cohort Course Sequence: Texas Southmost College Core Curriculum

Foundational Component Area Required Credit Hours	9 <sup>th</sup> grade		10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	fall	spring	fall	spring	fall	spring	fall	spring
Component Area Option 6 Hours	SPAN 2313 or SPAN 2315 or SPCH 1315 3 hours each							
Creative Arts 3 Hours			MUSI 1306 or ARTS 1301 3 hours each					
Social and Behavioral Sciences 3 Hours			SOCI 1301 or PSYC 2301 3 hours each				or ECON 2301 3 hours	
Mathematics 3 Hours					.....MATH 1314 3 hours			
Communication 6 Hours					.....ENGL 1301 3 hours		ENGL 1302 3 hours	
Language, Philosophy, & Culture 3 Hours								ENGL 2341 3 hours
Life and Physical Sciences 6 Hours							BIOL 1406 4 hours	BIOL 1407 4 hours
American History 6 Hours							HIST 1301 3 hours	HIST 1302 3 hours
Government/ Political Science 6 Hours							GOVT 2305 3 hours	GOVT 2306 3 hours

Students who pass the AP Spanish exam are not awarded SPAN 2313 or 2315 credit at this time

..... = Yearlong Course

\* Some courses are available across multiple grade levels. This is a recommended course crosswalk. Please refer to the dual enrollment course alignment chart for specific course eligibility and requirements.

## Endorsements

Students are administered a career interest inventory to determine which Career Cluster is most compatible with their skills and interests. Incoming 9<sup>th</sup> grade students are required to select the Career Program of Study graduation plan of their choice. Students can choose to follow only their Career of Study in high school or incorporate it with another field of interest such as Fine Arts, Athletics, JROTC, etc. All high school students should regularly review their Career Program of Study and graduation plans.

**BISD offers the endorsements listed below and their respective programs of study. § 74.13 Endorsements**

- (a) A student shall specify in writing the endorsement that the student intends to earn upon entering Grade 9.
- (b) A district shall permit a student to enroll in courses under more than one endorsement before the student’s junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.

Endorsements				
STEM	Business & Industry	Arts & Humanities	Public Services	Multidisciplinary Studies
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold;">Career Cluster &amp; Programs of Study</div> <p style="text-align: center;"><b>CTE</b></p> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>• Engineering Foundations (PLTW)</li> <li>• Mechanical and Aerospace Engineering (PLTW)</li> </ul> <p style="text-align: center;"><b>Non-CTE</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> </ul>	<p style="text-align: center;"><b>CTE</b></p> <p><b>Agriculture, Food &amp; Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Animal Science</li> <li>• Agricultural Technology and Mechanical Systems</li> </ul> <p><b>Architecture &amp; Construction</b></p> <ul style="list-style-type: none"> <li>• Architectural Drafting and Design</li> <li>• Plumbing &amp; Pipefitting</li> <li>• Carpentry</li> <li>• Building Trades</li> <li>• Electrical Technology</li> </ul> <p><b>Arts, Audio Visual Technology &amp; Communication</b></p> <ul style="list-style-type: none"> <li>• Digital Communications</li> <li>• Graphic Design and Interactive Media</li> </ul> <p><b>Business, Marketing and Finance</b></p> <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Accounting and Financial Services</li> </ul> <p><b>Hospitality and Tourism</b></p> <ul style="list-style-type: none"> <li>• Culinary Arts</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Computer Science/ Cybersecurity (PLTW)</li> <li>• Web Development</li> <li>• Cybersecurity-IT Solutions</li> </ul> <p><b>Manufacturing</b></p> <ul style="list-style-type: none"> <li>• Manufacturing Technology</li> <li>• Welding</li> <li>• Pipefitting/Welding</li> <li>• Mechatronics (PTECH)</li> </ul> <p><b>Transportation, Distribution and Logistics</b></p> <ul style="list-style-type: none"> <li>• Automotive</li> <li>• Collision Repair</li> <li>• Distribution and Logistics</li> </ul>	<p><b>Fine Arts</b></p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Instrumental</li> <li>• Choral</li> </ul> <p><b>Dance</b></p> <p><b>Theater</b></p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• 4 credits of Fine Arts from one or two categories taken in a coherent sequence from Chapter 117</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• 4 English credits selected from 74.13 (f)(4)(F)</li> </ul> <p><b>LOTE</b></p> <ul style="list-style-type: none"> <li>• 4 levels of one LOTE from Chapter 114</li> <li>• 4 credits of 2 combinations of 2 different LOTE levels from Chapter 114</li> <li>• 4 Levels of American Sign Language from Chapter 114</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• 5 Social Studies credits from Chapter 113</li> </ul>	<p style="text-align: center;"><b>CTE</b></p> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Teaching &amp; Training</li> </ul> <p><b>Health Science</b></p> <ul style="list-style-type: none"> <li>• Diagnostics and Therapeutic Services</li> <li>• Biomedical Science (PLTW)</li> </ul> <p><b>Human Services</b></p> <ul style="list-style-type: none"> <li>• Cosmetology</li> </ul> <p><b>Law and Public Service</b></p> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• Security Services</li> <li>• Legal Studies</li> </ul> <p style="text-align: center;"><b>Non-CTE</b></p> <ul style="list-style-type: none"> <li>• JROTC</li> </ul>	<p style="text-align: center;"><b>Additional Options</b></p> <p style="text-align: center;"><b>CTE</b></p> <ul style="list-style-type: none"> <li>• 4 Advanced CTE courses</li> </ul> <p style="text-align: center;">or</p> <p style="text-align: center;"><b>Non CTE</b></p> <ul style="list-style-type: none"> <li>• 4 credits in each of the foundation core areas (include English IV and chemistry and/or physics</li> <li>or</li> <li>• 4 credits in Advanced Placement or Dual Credit Courses</li> </ul>

# *Special Programs*



At-Risk students may receive appropriate compensatory, intensive, or accelerated instructional services upon eligibility of AT Risk criteria at the campus, which enable the students to perform at grade level at the conclusion of the next regular school term. This may include supplemental foundation enrichment courses, tutorials, district-wide summer programs, and other scientifically research-based interventions. Campuses are to document accelerated instruction and/or interventions in the student's personal graduation plan in grades 6-12 and the district mandated student management software program. Programs, such as the STARS regain of credit program, are aimed at increasing graduation rates and decreasing dropouts of at-risk students.

**STUDENTS TAUGHT in an ALTERNATIVE ROUTE TO SUCCESS (STARS) Regain of Credit Accrual Program**

**General Guidelines for At-Risk Students:**

- Students are to be enrolled upon arrival.
- Student grades/transcripts must be evaluated, and the student should be enrolled in the same or comparable classes upon enrollment in BISD.
- Teachers must be provided all partial grades from the sending school to be used in calculation of the student's grade for the course.
- If the student has not been in school elsewhere, the student must be scheduled into required and elective courses appropriate for grade level and graduation plan.

**The following guidelines will be adhered for students receiving credit by district approved credit accrual programs.**

1. Eligibility: Must be identified as At-Risk, using state-defined criteria and be in danger of not graduating in four years or as a result of having previously failed a course required for graduation.
2. Program Options:
  - a. A student may acquire credits he/she lacks and may mainstream back into the regular instructional program
3. Referrals may be made by:
  - a. Parent
  - b. Student
  - c. Counselor
  - d. Administrator
4. Referrals are made to:
  - a. At Risk counselor
5. A schedule change will be recommended and made by the appropriate counselor. The counselor will also complete a STARS registration form for the receiving teacher, identifying the courses to be completed by the student.
6. Dismissal – a student may be dismissed from this program if:
  - a. Student has completed the necessary requirements; or
  - b. Student violates the program contract.
7. Student – Teacher Ratio must not exceed 20 to 1.
8. STARS Program is not to be used to accelerate students, who are on track at the Comprehensive High School campuses.
9. For Migrant students' opportunities, please contact the Curriculum, Instructions, and Accountability Department.

**GRADING POLICY FOR CREDIT RECOVERY**

1. The final average, when adding the module grade average and, if applicable, the final exam of the module, must equal to a 70 or better.

**2025-2026 Computer Based Software Recovery Courses Approved Offerings  
For Credit Recovery**

Course Number	Course Description	Edgenuity (NCAA Approved)	UT System LUCHA Program (NCAA Approved)	LUCHA Program Online Courses in Spanish (NCAA Approved)
Courses may not be available at all campuses or subject to change as companies or TEA updates curriculum. For additional courses not listed please contact the Curriculum & Instruction Department.				
<b>Language Arts</b>				
S10681(2)	English I A/B	X	X	
S20731(2)	English IIA/B	X	X	
S30761(2)	English III A/B	X	X	
S40801(2)	English IV A/B	X	X	
S71101(2) SU1101(2)	Journalism A/B		X	
S07941(2) SU7941(2)	Practical Writing A/B	X		
S40933	Humanities	X		
S40941(2)	Literary Genres	X		
S71303	Communication Applications	X		

Mathematics				
S52111(2)	Algebra I A/B	X	X	X
S92221(2)	Geometry A/B	X	X	X
S82161(2)	Algebra II A/B	X	X	X
S02351(2)	Math Models A/B	X	X	
S92271(2)	Pre-Calculus A/B	X	X	X
S12351(2)	Statistics	X	X	X
Science				
S72851(2)	Biology A/B	X	X	X
S92911(2)	Chemistry A/B	X	X	X
S03011(2)	Physics A/B	X	X	X
S00291(2)	Env Systems A/B	X	X	
S72821(2)	Int/Phy/Chem A/B	X	X	
Social Studies				
S73331(2)	World Geography A/B	X	X	
S73381(2)	World History A/B	X	X	
S73271(2)	US History A/B	X		
S03413	US Government	X		
S08953	Economics	X	X	X
S03483 SU3483	Psychology	X		
S03453 SU3453	Sociology	X		X
Career & Technical Education (CTE)				
S03461(2) SU3461(2)	Money Matters	X		
Language				
S71971(2) SU1971(2)	Spanish I A/B	X		
S71981(2) SU1981(2)	Spanish II A/B	X		
Fine Arts				
S74501(2) SU4501(2)	Art I A/B	X	X	
PE -- Health				
SU4381(2)	Lifetime Fitness and Wellness Pursuits	X	X	
SU3776	Health I	X	X	

*High School  
Testing Programs*

**State of Texas Assessments of Academic Readiness (STAAR) – End-of-course (EOC)**

Every student receiving instruction in the Texas essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B (EKB LEGAL). End-of-Course assessments include English I, English II, Algebra I, Biology, and United States History and are part of the graduation requirement for students entering Grade 9 in and after 2011-2012.

For students served by special education, the admission, review and dismissal (ARD) committee makes educational decisions for a student, including whether satisfactory performance on an EOC assessment shall also be required for graduation per Texas Administrative Code (TAC) §89.1070(b):

- STAAR - Most students will take STAAR with or without allowable accommodations.
- STAAR Alternate 2 – Is available for students with significant cognitive disabilities who access the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills. Students must meet the STAAR Alternate 2 eligibility requirements to take the STAAR Alternate 2.

For all other EB (Emergent Bilingual) students in grades 9 through 12, LPAC documentation must reflect appropriate services to meet the students' needs. If the student is **not** an immigrant but is identified as EB, then the student may be reported as English as a Second Language (ESL) for funding purposes.

**Texas Assessment of Knowledge & Skills (TAKS)**

Effective beginning with the 2017-2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessment will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may pursue one of the following options to receive a Texas high school diploma:

1. Request a district decision. An examinee should contact the school district where he or she was last enrolled to request a district decision whether the examinee qualifies to graduate and receive a high school diploma. More information about this option can be found in Senate Bill 463, 85<sup>th</sup> legislature, Regular Session, 2017. The district must maintain documentation to support the decision. Texas Administrative Code §74.1025.
2. Achieve satisfactory performance on an alternate assessment. The alternate assessments allowed for TAKS are SAT, ACT, TSI and STAAR. Former TAKS, TAAS and TEAMS examinees should take only the appropriate part of the alternate assessment he or she needs to fulfill testing graduation requirements. More information is available in the Texas Administrative Code §101.4003.
3. Has attained an industry-recognized postsecondary license or certification.
4. Provides evidence of current active duty military service or honorable/general discharge.
5. Has successfully completed college-level coursework and earned college credit.

**Texas English Language Proficiency Assessment System (TELPAS)**

TELPAS will be administered to all English Bilingual Learners to determine the learner's progress in Listening, Speaking, Reading, and Writing. TELPAS ALTERNATE will evaluate Limited English Proficient (LEP) students whose ARD Committee has determined eligibility for STAAR Alternate 2

Under the new graduation requirements adopted by the State Board of Education in March 2010, EB students, who take ESOL I and/or ESOL II to satisfy their English I and/or English requirements(s), are required to take the English I and/or English II End Of Course (EOC) exam as part of their graduation requirements. Students, who are identified as LEP and are at the beginning or intermediate level of English language proficiency, as defined by 19 TAC §74.4(d), relating to English Language Proficiency Standards, may be enrolled in ESOL I or ESOL II.

## STAAR

There is one general assessment for all students with available accessibility features and designated supports for all students who meet eligibility criteria.

The state of Texas Assessments of Academic Readiness (STAAR®) program which was implemented in Spring 2012, includes annual assessments for RLA and Mathematics grades 3-8, Science at grades 5 and 8, Social Studies at grade 8, end-of-course (EOC) assessments for English I, English II, Algebra I, Biology and US History.

The STAAR Program includes assessments that address students receiving special education services and also for Emergent Bilingual (EB's) who meet particular participation requirements.

### STAAR Assessment decision for EB's students:

- LPAC's accommodation decisions must be made on an individual student basis.
- Decisions must be based on —
  - Student's particular needs for second language acquisition support, and
  - Student is routinely provided the accommodation in instruction and testing.
- LPACs must coordinate with subject-area teachers.
- Accommodation decisions should be made as close as possible to the assessment to account for student's progress.
- Accommodation decisions for STAAR are to be made by LPACs in accordance with policies and procedures in the following:
  - 2025-2026 STAAR Decision-Making Guide for LPACs
  - Educator Guide to Accessibility within the STAAR Program (this guide takes the place of the "Linguistic Accommodations for EBs Participating in the STAAR Program" document)
  - Accommodation Policy Documents (on Accommodation Resources webpage)

### STAAR English I Special Provision

Emergent Bilinguals (EB) students are required to take the State of Texas Assessments of Academic Readiness (STAAR) English I assessment at least once when completing an English I or English for Speakers of Other Languages I course. If an EB student passes the course but does not meet the passing standard on the STAAR English I Assessment, the student may opt to retake the assessment or enact the special provision allowed under Texas Administrative Code (TAC) 101.1007.

The special provision permits an EB student who meets the eligibility criteria to not retake the STAAR English I assessment if the student passes the corresponding course but does not meet the passing standard on the assessment. Eligibility for this provision is determined by the student's language proficiency assessment committee (LPAC) and must be documented in the student's permanent record file.

Notes:

- Students are not exempt from testing while in the course.
- Provisions do not apply to English II or English III.
- This provision is not tied to any particular graduation plan.
- Generally, eligibility for the special provision must be established and documented each time a potentially eligible ELL takes (or retakes) a course covered by this special provision. However, if the student fails a spring course and re-enrolls in the course in the subsequent summer or fall, the LPAC is not required to meet again to re-establish eligibility. Eligibility in spring carries over to summer and fall.

**EBs with Parental Denials**

LPACs may recommend designated supports, special assessment considerations, or accountability provisions for an EB, whose parents have denied bilingual or ESL services.

This includes:

- accommodations or designated supports
- testing in Spanish
- English I special provision
- unschooled asylee/refugee provisions

**Individual Graduation Committee (IGC)**

Students, who are in grade 11 or 12 during 2014 – 2015 through present year and have taken and have failed to achieve the end-of-course (EOC) assessment performance requirements for graduation for not more than two courses, are eligible for Individual Graduation Committee (IGC) review. TEC. 28.0258 (a) and (l); 19 Tex. The IGC was extended to September 1, 2023.

**Oral Language Proficiency Test (OLPT)**

**OLPT 1-3:** Students, who score 1-3 (Pre-Emergent, Emergent, Basic Performance level), will be placed in courses according to LPAC guidelines and the district’s course sequence for EB students.

**OLPT 4 & 5:** Students, who score 4 to 5 (Intermediate or Proficient Performance level) in an English OLPT will be identified as English Proficient Students. (Fluent). Foundation High School Program graduation plans are the goal for all students, including ESL students. Graduation plan development and updates for ESL students should be the result of the collaborative efforts of students, parents, counselors, teachers and LPAC committees.

**HB 1415 Accelerated Instructional Committees**

HB 1415 establishes new requirements for Accelerated Instruction for students who do not pass the STAAR. See more information on Accelerated Instruction (AI) and Accelerated Instruction Committees at [tea.texas.gov/Texas-schools/health-safety-discipline/covid/accelerated-learning-resources](http://tea.texas.gov/Texas-schools/health-safety-discipline/covid/accelerated-learning-resources)

Assessment for Program Placement, Progress and Exit

<p style="text-align: center;"><b>STAAR</b> State of Texas Assessments of Academic readiness</p>	<p style="text-align: center;"><b>TAKS</b> Texas Assessment of Knowledge and Skills (No longer being administered)</p>
<p>End-of-Course assessments (English I, English II, Algebra I, Biology and United States History) are part of the graduation requirement for students entering Grade 9 in and after 2011-2012.</p>	<p>Effective beginning with the 2017-2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessment will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may receive a diploma if they request a district decision or achieve satisfactory performance on an alternate assessment.</p>
<p style="text-align: center;"><b>OLPT</b> Oral Language Proficiency Test</p>	<p style="text-align: center;"><b>TELPAS &amp; TELPAS ALTERNATE</b> <i>Texas English Language Proficiency Assessment System</i></p>
<p>This test may be used in conjunction to provide a complete assessment of listening, speaking, reading and writing skills. It provides information needed for both ESL program entry, progress, and exit information.</p> <p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>• If a student receives a <b>1, 2 or 3</b> proficiency level in <b>either</b> Speaking and/or Listening, they are to be classified as an <b>EB</b>.</li> <li>• If a student receives a <b>4 or 5</b> proficiency level in <b>BOTH</b> Speaking and Listening – they are to be considered Fluent (not identified as an EB)</li> </ul> <p><b>2<sup>nd</sup> – 12<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• If a student receives a <b>1, 2 or 3</b> proficiency level in <b>ANY</b> domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an EB.</li> <li>• If a student receives a <b>4 or 5</b> proficiency level in <b>ALL</b> domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an English learner)</li> </ul>	<p>TELPAS &amp; TELPAS ALTERNATE are designed to measure annual growth in the English listening, speaking, and writing proficiency of second language learners, and will be adjusted as needed to ensure a strong link between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR <b>TAC §101.1001</b>. An English Language Learner as defined by the Texas Education Code, Chapter 29, Subchapter B, shall take the TELPAS annually until the student exits the program.</p>

Out-of-State Exit Level STAAR/EOC

This testing opportunity is available for migrant students. Counselors need to contact the Migrant Education Office At (956) 698-1742 to make necessary arrangements. A student, who has failed to demonstrate mastery of one or more State Assessments of the STAAR/EOC examinations, shall be required to retake the examination during subsequent administrations until mastery is demonstrated.



The following guidelines shall apply:

1. A student failing to demonstrate mastery shall be required to retake only the subtest(s) in which mastery was not demonstrated in any preceding administration of the test.
2. Any high school senior, enrolling in the district schools during or after the annual administration of the tests, shall be required to demonstrate mastery by taking the test at its next administration or by providing evidence of mastery from the sending Texas School District.

**Fitness Assessment:** An annual fitness assessment is required for all students in grades 3-12.

### **Correspondence Courses and Distance Learning.**

The Brownsville Independent School District shall follow the mandates as set forth in Chapter §74.23.

1. Courses can only be taken from the University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education
2. Students, considering a correspondence course or distance learning must contact a counselor;
3. The principal shall set the date and time for correspondence course examinations;
4. Courses shall be used for emergency or enrichment only and should not be substituted for residence work;
5. Students, selecting this option, are limited to 4 credits for meeting the State's graduation requirements;
6. Fees are to be paid by the student; and
7. All correspondence and distance learning courses are Level One weight as outlined in the BISD Grading Policy.

### **Credit by Examination with Prior Instruction**

Credit by Examination will follow the guidelines set by Rules for Curriculum, §74.24 "Prior instruction" in reference to Credit by Examination. Prior instruction is equal to any instruction a student has had prior to taking a Credit by Examination test. It also includes failed instruction (example: student fails a course and wants to regain credit) and instruction received in another country (example: foreign students taking a Credit by Examination to advance to the next sequential course). The District will recognize results of a test from Texas Tech University or The University of Texas at Austin. Contact your respective counselor for more information.

**A NON-REFUNDABLE deposit for each test must be paid by the student when registering for the Credit by Examination.** The campus counselor will provide the student the cost amount required for the deposit. The principal will approve a student as eligible to apply for Credit by Examination upon the request of the campus counselor;

1. Scores on such examinations will be recorded only if the student gains credit by scoring 70% or higher with each semester being independent of each other;
2. Students may use Credit by Examination to fulfill their course requirements; however, they are still required to take the STAAR EOC assessments to fulfill their testing requirements for students, who enter in or after 2011-2012.
3. No STUDENT will be penalized by having a failing grade recorded on their transcript.
4. Only a passing score on the CBE may be averaged with a BISD grade;
5. Upon written approval of the principal, a student, who has excessive absences, may be permitted to earn or regain course credit through Credit by Examination; and
6. Credit by Examination shall not be used to gain eligibility for participation in extracurricular activities.

### **Credit by Examination for Acceleration with No Prior Instruction**

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. A school district must annually provide at least four testing opportunities as follows: • one window to test between January 1 and March 31; • one window to test between April 1 and June 30; • one window to test between July 1 and September 30; and • one window to test between October 1 and December 31.

BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

Note: After the students are enrolled in a course for more than one six weeks marking period, they are not eligible for CBE with No Prior Instruction.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023.

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Advanced Academics Department.

### **TSIA2 (Texas Success Initiative 2.0)**

The Texas Legislature mandates that students be assessed in reading, writing, and math skills before enrolling in any college-level coursework. The TSIA2 is the instrument used for this mandate and is offered at all middle schools and high schools. For information on these tests and/or exemptions, students should contact their counselor and/or program counselor.

*Grading, Awarding Credit  
& Ranking of High School  
Students*

**Grade Weight Systems**  
**Students Entering Grade 9 in and after the 2019-2020 school year.**

<b>LEVEL I</b>	<b>To include ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are not designated as AP, Honors, Dual Enrollment, and PLW.</b>	
	100 90-99 80-89 70-79 Below 70	4.0 3.0-3.9 2.0-2.9 1.0-1.9 0
<b>LEVEL II</b>	<b>To include all ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are designated as Honors.</b>	
	100 90-99 80-89 70-79 Below 70	5.0 4.0-4.9 3.0-3.9 2.0-2.9 0
<b>LEVEL III</b>	<b>To include all AP, Project Lead the Way, Dual Enrollment, and approved Concurrent Enrollment Courses.</b>	
	100 90-99 80-89 70-79 Below 70	6.0 5.0-5.9 4.0-4.9 3.0-3.9 0
<b>LEVEL IV</b>	<b>*To include all AP exam scores of 3, 4, or 5. Applies to Middle School, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> Grades</b>	
	100 90-99 80-89 70-79 Below 70	7.0 6.0-6.9 5.0-5.9 4.0-4.9 0

**\*Students enrolled in an AP course:**

Students enrolled in high school **AP courses** as freshmen, sophomores, or juniors in and after 2011-2012, who score a 3, 4 or 5 on an AP exam, will receive Level IV course weight after the AP scores are received in late July in accordance with all BISD Policies. Any freshman, sophomore, or junior who challenges the AP exam and passes with a score of 3, 4, or 5 will receive a Level IV grade weight for the AP course (Exception: HS credit earned in MS prior 2019-2020 school year). Level IV weight is awarded to an AP course when the AP exam is taken during the same school year as the AP course. **If the AP exam is a retest or taken during a different school year, the AP courses don't receive the added weight.**

**Students enrolled in Dual Enrollment and challenge an AP exam:**

A student enrolled in a dual enrollment course may challenge the AP exam related to the dual enrollment course and will receive the Level IV GPA weight for a passing score of a 3, 4, or a 5 if they meet one of the following criteria.

- 1) Students enrolled in a fall semester or a year-long dual enrollment course must challenge the AP exam the academic year they take the dual enrollment course. These students must commit to the AP exam during the fall semester by the deadline determined by the College Board.
- 2) Students enrolled in a spring semester or summer school dual enrollment course have until the spring semester of the following academic year to challenge the AP exam and have a passing score count on their GPA. These students must commit to the AP exam during the fall semester after having completed the dual enrollment course by the deadline determined by the College Board.

If a dual enrollment student challenges the AP exam after the above stated time frames and receives a passing score, Level IV GPA weight will not be awarded. *The dual enrollment teacher should work with the campus Instructional Coach and the AP teachers to explain the above options to their students and to have the Commitment Form completed.*

**\*\*** Courses that will not count for GPA weight will be designated with a course number containing a U within the course number.

**Students who are granted college credit by an IHE for passing an AP exam may request their credit be transcribed to a BISD transcript for high school credit.**

- It is the student's responsibility to submit the AP passing score/ AP transcript to the IHE for review and award of credit.
- BISD credit will be awarded equivalent to the BISD Course Listing Guide crosswalk for dual enrollment courses.
- The grade recorded on the BISD transcript when only credit is awarded by the IHE will be based on the AP Conversion Chart as reflected in the BISD Course Listing Guide for the year the student entered high school.
- The student will be awarded level IV grade weight for the course equivalent for the AP test passed and a level III weight for any additional college credits granted by the IHE.
- Students must submit the IHE transcript to their BISD Counselor within the BISD GPA/Rank timeline for calculation. Requests submitted after the GPA/Rank deadline will be calculated in the subsequent calculation and ranking timeline.
- The course will be posted in semester 2 of the year the student passed the AP exam.

## I. Grade Weight System

### A. Ranking of Students in Alternative Settings

Brownsville Academic Center students will be ranked at their home campus.

### B. Out-of-District Conversion Table:

#### 1. Out-of-District Numerical Grades with Conversion Table from Sending District

- When CONVERTING GRADES FROM Out-of-District transcript on which a grade conversion table is printed, the Out-of-District printed scale shall be used.
- In the event that the sending district awarded credit for a grade below 70, the student will receive a 70.

#### 2. Out-of-District Letter Grades without Conversion Table from Sending Districts:

On Out-of-District transcripts on which no conversion table exists, grades shall be converted as follows:		
A+	=	100
A	=	96
A-	=	90
B+	=	89
B	=	86
B-	=	80
C+	=	79
C	=	76
C -	=	70
D+	=	69
D	=	66
D-	=	60
F	=	59
P	=	P; only awarding of 0.5/1.0 credit will occur. No GPA points will be awarded unless it has been clearly designated.

- #### 3. For out-of-district students, the Curriculum, Instruction and Accountability Department will review course sequences for appropriate course placement.

### C. Honor Roll Specifications

1. "A" Honor Roll: The combined average of all courses must be 89.5 or above for current marking period/semester only.
2. "B" Honor Roll: The combined average of all courses must be 79.5-89.4 for current marking period/semester only.
3. Use of honor roll is an individual campus option.

### D. Grading

If the grade average of the 2 half units is 70 (69.5) or above, the student will receive credit for the full unit. If the average of the 2 half units is below 70 (69.5), the student will receive credit only for the half unit that he/she passed. If a half unit grade is below 70 (69.5), the failed half unit must be repeated for credit.

E. Course (s) Averaging

1. In accordance with local district policy, students who are able to successfully complete one half course can be awarded credit proportionately.
2. Averaging of STARS Courses with Regular Courses: STARS courses can be averaged with regular courses. Courses (Part A and Part B) must be taken the same year for computerized averaging purposes. If not taken the same year, averages and credit must be computed by hand and entered into computer.
3. Averaging of Advanced Placement Courses with Regular Courses: AP courses can be averaged with regular courses. Since AP courses differ in service ID numbers and grade weight level from regular courses, averages and credit must be computed by hand and entered into computer system.
4. Honors and Regular Courses: Honors courses can be averaged with regular courses. Honors courses carry the same service ID numbers as regular courses, but the grade weight level is different; therefore, averages and credit must be computed by hand and entered into computer system.
5. When grade averaging the Honors, AP and DE portion of the course will receive a Level Two or Three grade weight accordingly, and the regular course portion will receive a Level One grade weight.
6. The computer system will average semester courses within the same school year. For courses taken during different school years, average and credit must be computed by hand and entered into computer system.
7. If a student is denied credit (NC) by another school district for a course taken, BISD will not re- average that school district's grades. However, a BISD grade can be averaged with another school district's semester grade (whichever is appropriate) to benefit the student.

F. The following applies to all students:

1. Grades, transferred from a Texas public school, are granted equivalent credit if proof is provided that the course met regular, Honors, GT/AP requirements, and college courses. Grades, transferred from private schools or public schools outside of Texas, carry Level One weight unless a definite equivalent level is so indicated by the transferring district. Students who entered high school in 2019-2020 and THEREAFTER, will follow the BISD 2019-2020 Grade Weight System to be awarded course transfer weight.
2. Approved Dual Enrollment courses taken at Institutes of Higher Education carry Level Three grade weight.

G. Students, who challenge an Advanced Placement Exam and pass without being enrolled in the corresponding AP course, will use the following table to determine term grade.

**AP Conversion for  
incoming 9<sup>th</sup> grade students  
2021-2022 and beyond**

Advanced Placement Score	
Score 5	100
Score 4	95
Score 3	90

**AP Conversion for  
incoming 9<sup>th</sup> grade students  
2017-2018 thru 2020-2021**

Advanced Placement Score	
Score 5	100
Score 4	90
Score 3	80

**H. §74.26. (b) Languages Other Than English (LOTE) Award of Credit**

For students who are able to successfully complete the second or higher level LOTE course, districts may also award credit for the lower level course(s) by verifying that the student has demonstrated that the requirements of both level courses have been successfully met. This is possible only in LOTE courses because the levels are based on increasing proficiency and the knowledge and skills of the lower level course(s) are subsumed within each upper level course. This award of credit is applicable for all students currently enrolled in the 2019-2020 school year and THEREAFTER.

**Flow Chart for AP Spanish Exam Credit**

Student Descriptor	Pathway
<p>Currently enrolled BISD High School Students who take the AP Spanish Language and Culture Exam</p>	<p>If a student is enrolled in the AP Spanish Language and Culture Course, the student will receive credit only for Spanish I Honors, Spanish II Honors, and Spanish III Honors. The student will also receive Spanish Language and Culture AP credit and grade point average (a total of 4 credits will be awarded).</p> <p>These credits will be awarded in the following instances:</p> <ol style="list-style-type: none"> <li>1) The student is enrolled in the course and passes the course and the AP exam;</li> <li>2) The student is enrolled in the course and passes the course but fails the AP exam; or,</li> <li>3) The student is enrolled in the course and fails the course but passes the AP exam.</li> </ol>
	<p>If the student is enrolled in the AP Spanish Language and Culture course and fails the course and the AP exam, zero credits will be awarded.</p>
<p>Currently enrolled BISD high school students who challenge the AP Spanish Language and Culture exam without taking the AP Spanish Language and Culture course</p>	<p>If a student <b>challenges and passes</b> the AP Spanish Language and Culture exams with a score of 3, 4, or 5, the student will receive credit only for Spanish I Honors, Spanish II Honors, and Spanish III Honors. The student will also receive Spanish Language and Culture AP credit and grade point average (a total of 4 credits will be awarded).</p>
	<p>If a student <b>challenges and fails</b> the Spanish Language and Culture AP exam, zero credits will be awarded.</p>



## Flow Chart for Dual Enrollment Spanish

Student Descriptor	Potential Pathways
<p>Currently enrolled BISD High School Students who take dual enrollment Spanish 2313 and/or Spanish 2315 and pass both dual credit courses</p>	<p>Students who take dual enrollment Spanish 2313 and pass the college course will receive 1 weighted high school credit for Spanish III. Students may receive unweighted credit for Spanish I and Spanish II if not previously taken. A total of 3 high school credits may be awarded.</p> <p>Students who take dual enrollment Spanish 2315 and pass the college course will receive 1 weighted high school credit for Spanish IV. Students may receive unweighted credit for Spanish I, Spanish II, and Spanish III if not previously taken. A total of 4 high school credits may be awarded.</p>

### II. Grade Point Averages (GPA)

#### A. Students who entered high school in the 2018-2019 school year and PRIOR:

All courses are included in computing GPA/Class Ranking except repeated course(s) that were previously completed successfully. BISD is on a weighted scale of 4.0. Level IV includes all AP exam scores of 3, 4, or 5 and carries a higher grade point weight than Level III, Level II or Level I courses. Level III courses carry a higher grade point weight than Level II or Level I courses. Level II courses carry a higher grade point weight than Level I courses.

Beginning Spring 2021 and THEREAFTER, students in a 10<sup>th</sup> period band may choose from the following options:

1. 10<sup>th</sup> period weighted course section
2. 10<sup>th</sup> period unweighted course section

A form must be completed by student and signed by parent/guardian and be submitted to the grade level counselor.

#### B. Students who enter high school in the 2019-2020 school year and THEREAFTER:

The following courses will be averaged into the grade point average (GPA) as outlined in TEA Chapter 74. Curriculum Requirements Subchapter B. Graduation Requirements:

- English Language Arts Core
- Mathematics Core
- Science Core
- Social Studies Core
- All Advanced Placement Courses
- All Dual Enrollment Courses

- **All Project Lead the Way Courses**

Any repeated course from those listed above that was previously **successfully** completed, will be assigned as a local credit course and will not carry any GPA weight. BISD is on a weighted scale of 4.0. Level IV includes all AP exam scores of 3, 4, or 5 and carries a higher grade point weight than Level III, Level II or Level I courses. Level III courses carry a higher grade point weight than Level II or Level I courses. Level II courses carry a higher grade point weight than Level I courses.

**C. Students who enter high school in the 2020-2021 school year and THEREAFTER:**

All high school core area courses (aforementioned in letter B) taken in middle school will appear on the high school transcript and will be figured into the students' high school grade point average (GPA).

**NOTE FOR A, B, and C:** All repeated courses will be assigned a corresponding "LC course" with course level set to zero and RANK FLAGS set to blanks.

- D. An "NC" due to excessive absences will be figured into a student's GPA as zero grade points. At such time as the "NC" is removed, the grade points will be figured into the student's GPA at the next ranking calculation.
- E. Out-of-district transfer students will have their grade point averages recalculated based on BISD guidelines. An out-of-district student, who enrolls at the beginning of a semester, will have his or her GPA and rank recalculated according to BISD procedures and will be co-ranked alongside a BISD student with a cumulative GPA calculated at the current campus, which is manually entered into the Student Information System. [EIE Local] Out-of-district courses that are not identified in the CLG will be evaluated by the Curriculum, Instruction & Accountability Department to assign course weight.
- F. Procedures outlined in the Brownsville Independent School District Course Listing Guide regarding the three top students of the graduation class remain in effect.
- G. The following will be used to break grade point average ties:
  - 1. In case of ties for top 10% graduating honor students, calculate to the fourth decimal point (No rounding).
  - 2. In case of continued ties, use cumulative scholastic averages.  
Cumulative scholastic average is defined as:
    - a) Average of all grades since grade 9 without grade weight; and
    - b) Exclusion of high school courses taken and successfully completed in middle school.
  - 3. In case of continued ties, count number of Level III courses successfully completed throughout the students' entire high school career.
- H. A BISD student, who transfers from one BISD campus to another BISD campus, will retain the GPA and rank earned at the previous school. The counselor from the previous campus will verify GPA and rank. Upon completion of the actively enrolled semester, the student will be ranked at the current campus.
- I. The District may award a student credit for completing a college-level course at an accredited college or university that is not in a partnership program with the District. Award of credit shall be based on Curriculum, Instruction & Accountability Department Administrator approval in accordance with District guidelines. (EHDD Legal/Local).

### III. Ranking

- A. All students will be ranked for final class placement at the end of the first Semester based on fall enrollment grade level classification for end-of-year recognition purposes.
- B. 11<sup>th</sup> grade students GPA's/Ranks will be re-calculated at the beginning of their senior year for the purpose of Top 10 Percent Eligibility for college admission.
- C. All graduates will be ranked with their respective grade level as per the number of credits classification standards as specified by the Course Listing Guide.
- D. To be ranked as one of three top students of the graduation class, the student must:
  - 1. have met the number of credits classification standard as specified by the Course Listing Guide.
  - 2. have completed two years in a BISD high school.
  - 3. be enrolled the fall and spring semester of his/her senior year on the campus from which he/she graduates (exception: migrant students).
  - 4. be enrolled four consecutive years in high school.
- E. Class Ranking Timeline: The Guidance and Counseling Department will annually develop the High School Class Ranking Timeline in accordance with legislative mandates.
- F. Out-of-District transfer students (as defined in III. A-D only) will have their grade point averages recalculated based on BISD Guidelines.

### IV. Out-of-District Students

- A. Credit will be awarded in accordance with the BISD and State of Texas graduation requirements, Texas Education code, and PEIMS listings to any student transferring into the Brownsville Independent School District from a Regionally Accredited School (i.e., Southern Association Accreditation), International Baccalaureate Program or a public/private United States accredited school system. Beginning in 2006 - 2007, graduation credits may be awarded to EB identified students for courses taken in Mexico and have been validated and awarded) using the BISD Credit Validation Analysis of a third-party company Program.
- B. Credit for concurrent enrollment and/or dual enrollment approved by the high school principal prior to course enrollment will be awarded based on the Texas Education Code guidelines, the High School Course Listing Guide approved annually by the Board of Trustees, The Community College General Academic Course Guidelines Manual (see exceptions listed in IA), and Concurrent Enrollment or Tech-Prep Agreements with state approved universities or colleges.
- C. Section 28.021 of the Texas Education Code (TEC) requires advancement or credit to be awarded on the basis of "academic achievement" or demonstrated proficiency of the subject matter. Therefore, all other students (out-of-country, home school, and non-accredited private school) will be required to take:
  - 1. Credit by exam tests; or
  - 2. Credit for acceleration testsfor all courses for which credit is required, prior to the awarding of credit. Credit awarded through credit-by-exam and credit-for-acceleration will receive Level I rank unless the course is recognized as an Advanced Course as per T.A.C. Chapter 74. Details regarding credit-by-exam and credit-for-acceleration can be found in the High School Course Listing Guide approved annually by the Board of Trustees.  
TEA FAQ #36 (10/31/2011): What are the STAAR graduation requirements for students, who earn credit by examination? Student may use credit by examination to fulfill their course requirements; however, they are still required to take the STAAR EOC assessments to fulfill their testing requirements.
- D. Foreign Exchange Students are eligible to receive a Texas diploma, but they shall complete all high school graduation requirements under 19 TAC 74.11 or 74.41, as applicable, to satisfy

state and local graduation requirements. Foreign Exchange students, enrolled in BISD schools, will comply with BISD procedures for awarding of credit to out-of-district students. Grade level classification of Foreign Exchange students is based on age appropriateness.

- E. The Brownsville Independent School District allows credits for meeting the State's graduation requirement through correspondence courses. The State of Texas recognizes correspondence courses only from the University of Texas at Austin, Texas Tech Correspondence Student program or the Extension Division of Texas Tech University unless the correspondence courses were already listed on incoming students' transcripts.
- F. Exceptions to these procedures must be approved by the Superintendent of Schools.

#### **Minimum Class Attendance Requirements for Credit in Courses:**

Any student, with less than 90% attendance of the required number of days that a class is offered, shall be subject to loss of credit in the course(s), where excessive absences have been recorded. Credit may be received if the student meets the provisions of the standardized no-credit policy and is approved for credit by an attendance committee, composed of a teacher, a counselor, and an administrator. The student may appeal the decision of the campus attendance committee to the Superintendent. The Superintendent may hear the appeal or refer the case to a District Attendance Committee. If the outcome of the hearing with the Superintendent or the District Attendance Committee is not to the student's satisfaction, the student may appeal the decision to the Board in accordance with FNG (LOCAL).

The attendance requirement is equally applicable to DE Courses. Students must adhere to attendance policies as specified in the course syllabus.

#### **High School Courses Credit at Middle School Level**

Students, enrolled in middle school courses for high school credit, must complete and demonstrate proficiency (70% or higher) to receive partial or full high school credit.

- A. Courses for High School credit will count in meeting the high school graduation requirements. (Full and partial credits will be honored.) Students are required to take the respective End of Course exam (EOC).

The Brownsville ISD Honors Program offers preparatory classes for students interested in taking Advanced Placement courses. The Advanced Placement Program offers college level courses that teach skills and concepts that prepare students for AP exams. The AP exam passing score may earn college credit for the course(s) depending on the requirements of the university. Students must meet the following criteria in order to be placed in the BISD Honors and AP Program:

- Have at least an 85 average from the most recent grade in the specific academic discipline for non-Honors/AP class or have passed the previous Honors/AP class with an 85 average.
- Have passed all required state assessments at the required level (see page 43).

All Honors/AP students must complete an **Honors and Advanced Placement Application** for initial entry into the Honors and AP Program.

Once enrolled, every Honors/AP student must have the following forms in place per course:

1. Program Expectations and Course Agreement
2. AP Exam Commitment Form (only for AP Courses)

**These forms are annual and must be in place for each Honors and AP course a student takes.**

All students, who enroll in an AP class, are **required** to take the AP exam in May. The agreement will be distributed and maintained by the teacher of record. Students enrolled in the Honors and AP course sequence, are expected to enroll in AP or Dual Enrollment courses during their high school years of study.

**NOTE:** Alternate route to Honors/AP admission requires the form: **Letter of Recommendation by the Campus Administrator found in the Honors and Advanced Placement Program Guide.**

A **Placement Review** must be initiated for students who do not meet the program expectations listed in the course agreement for one or more grade reporting periods. The review committee will include the Principal, grade level Counselor, and campus subject Teacher.

All students taking an AP course in an academic core area will receive a Level III course number and grade weight for GPA and class ranking purposes. Any freshman, sophomore, or junior who passes an AP exam with a score of 3, 4, or 5 will receive a Level IV grade weight for the AP course in academic core areas. The level change will occur after AP results are received by the campus and/or the District in late July.

A student may challenge **up to 3 AP exams** without being enrolled in the corresponding AP course. All students will be responsible for a deposit (Rate will be based on yearly College Board fee) per AP exam and will be refunded after taking the AP exam. A student challenging an AP exam without being in the AP course must meet **all** prerequisites for the AP course associated with the AP exam. This includes grade level and course prerequisites.

**NOTE:** For grade weight clarification, refer to Grade Weight Systems Table on page 33.

**AP Course Audit Information**

All schools wishing to label a course “AP,” must complete and return the subject specific AP Course Audit form along with the course syllabus for each teacher to the College Board. Within two months of submitting the AP Course Audit materials, schools will receive authorization for qualifying courses to use the “AP” designation on student transcripts.

Only approved AP courses may be offered at a campus. In order to offer AP courses, campuses must fill out an AP Courses Request form and have it approved by the Administrator for Curriculum, Instruction & Accountability Department. In order for the requested AP courses to be approved, the campus must:

1. Have a teacher qualified to teach the AP course, meaning the teacher has met all District requirements for teaching an AP course (attended an AP institute for the requested course, have completed their 30 GT core hours, have an approved syllabus by the College Board, and maintain their required 6 hours of GT annually).
2. Request any AP course not already found in the District’s course listing guide one School year prior to offering the new AP course.

For complete information, including resources designed to assist educators throughout the submission process, visit <http://apcentral.collegeboard.com/courseaudit>.

### **Entrance Criteria - High School Honors\*\***

Course	Course Pre-Requisites
Honors English I	85+ in prerequisite course Masters in most recent STAAR RLA test
Honors English II	85+ in prerequisite course Masters in most recent STAAR EOC English
Honors Biology I	85+ in prerequisite course Masters in most recent STAAR RLA test Meets Expectations in most recent STAAR Math test
Honors Chemistry I	85+ in prerequisite course Masters in most recent STAAR RLA test Meets Expectations in most recent STAAR Math test
Honors Physics I	85+ in prerequisite course Masters in most recent STAAR EOC English Meets Expectations in most recent STAAR Math test
Honors World History	85+ in prerequisite course Masters in most recent STAAR RLA test
Honors Algebra I	85+ in prerequisite course Meets Expectations in most recent STAAR Math test
Honors Geometry	85+ in prerequisite course Meets Expectations in most recent STAAR Math test
Honors Algebra II	85+ in prerequisite course Meets Expectations in most recent STAAR Math test
Honors Pre-Calculus	85+ in prerequisite course Meets Expectations in most recent STAAR Math test

Texas Performance Standards Project: Students served by the GT Program at the high school level, are required to complete a project under the Texas Performance Standards Project. It is recommended that the student and teacher work on the topic titled “Pursuit of Passion”. However, 29 other topics are available, and any one may be chosen for the project. Expectations and project procedures can be found on the TEA Gifted and Talented website at the following link: <https://www.texaspsp.org/>

### **Top 10 Percent Eligible for Automatic College Admission**

#### EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

In accordance with the Texas Education Code (TEC) , §51.803, a student is eligible to a Texas Public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin\*, and the applicant;

- (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 must be based on the student's rank at 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 cannot contain more than 10 percent of the total class size.
- (3) The student's rank must be reported by the student'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.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the 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 Texas 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 of those programs that was available to the student.

Texas 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 must 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://www.tea.state.tx.us/index2.aspx?id=2147485632>.

**A list of state colleges and universities appears in TEC §61.003(3), general academic teaching institutions, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#61.003>.**

### **§61.1201. Notification of Automatic College Admission.**

- (a) In accordance with the Texas Education Code (TEC), §28.026, a school district shall provide each student, at the time the student first registers for one or more classes required for high school graduation, with a written notification of the substance of the TEC, §51.803, concerning automatic college admission.
- (b) No later than the 14th day after the last day of classes for the fall semester or an equivalent date in the case of a school operated on a year-round system, a school district shall provide each eligible senior student under the TEC, §51.803, and each student enrolled in the junior year of high school, who has a grade point average in the top ten percent of the student's high school class, and the student's parent or guardian, with a written notification of the student's eligibility for automatic college admission. The written notification shall provide a detailed explanation in plain language of the substance of the TEC, §51.803, using the form developed by the Texas Education Agency.
  1. The notification form to be used by school districts is provided in this paragraph entitled "Notification of Eligibility for Automatic College Admission.
  2. A school district shall obtain written acknowledgement of receipt of the notification from each eligible student and the student's parent or guardian.



# *Personal Graduation Plans*

## PERSONAL GRADUATION PROGRAMS

Students Entering Grade 9 in 2014-2015 and THEREAFTER

### Personal Graduation Plan (PGP) for Middle/Junior High School Students

Texas Education Code (TEC), §28.0212, requires the development and administration of a personal graduation plan (PGP) for each student enrolled in a school district's junior high or middle school who:

- (1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) in any subject area administered at the middle/junior high level; or
- (2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district.

In accordance with the statutory requirement for the agency to establish minimum standards for the middle/junior high personal graduation plan, the minimum standards are described below.

- If a student requires the development of a PGP due to not performing satisfactorily on STAAR, the minimum standard to comply with the PGP requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required PGP in this instance.
- If a student requires the development of a PGP based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the minimum standard to comply with the PGP requirement would involve documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
  - o Identification of educational goals and the parent's educational expectations for the student; and
  - o Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help promote the student's advancement. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning. (See TEC, §28.0212(b), for PGP requirements.)
- If the student receives special education services, the minimum standard to comply with the PGP requirement would be a current and legally compliant individualized education program (IEP)

### Intensive Program of Instruction (IPI)

TEC, §28.0213, requires a school district or open-enrollment charter school to offer an IPI to a student who:

- (1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR end-of-course (EOC) assessments in any subject area; or
- (2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district or charter school.

The IPI must be designed to enable, to the extent practicable, the student to perform at the student's grade level at the conclusion of the next regular school term or attain a standard of annual growth specified by the district or charter school. If applicable, the IPI would also carry out the purposes of accelerated instruction required under TEC, §28.0211.

Whereas the statutory requirements for accelerated instruction in TEC, §28.0211, in recent years have become more intentionally focused and intensive, this section in which the IPI is addressed has not been modified. Because of this, the agency has received questions about how local educational agencies (LEAs) should implement the IPI requirements.

The agency's guidance is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance.
- If a student requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply with the IPI requirement would be:
  - o Compliance with the PGP requirements as referenced above, if the student is enrolled in middle/junior high school;
  - o If the student is enrolled in high school, documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
    - Identification of educational goals related to the annual academic growth expected of the student; and
    - Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help the student to perform at grade level at the conclusion of the next school term. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning.

TEC, §28.02313(e), requires that an admission, review, and dismissal (ARD) committee design an IPI for a student receiving special education services to enable the student to attain a standard of annual growth based on the student's individualized education program (IEP) and, if applicable, carry out the purposes of accelerated instruction under TEC, §28.0211. The agency's guidance for this is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance. The ARD Committee will address participation and progress of the student in accelerated instruction as required by TEC, §28.0211, but is not expected to act specifically to address the IPI.
- If a student receiving special education services requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply is a legally compliant IEP, as the IEP will already address expectations for academic growth of the student.
- If an IPI is required for a student who was administered the STAAR-Alt 2 assessment under TEC, §39.023(b), the expectation of IPI compliance for either reason (not performing satisfactorily on

STAAR or a determination that the student is not likely to receive his or her diploma before the fifth school year following the student's enrollment in grade 9) is for a student to have a legally compliant IEP, as the IEP will already address expectations for academic growth of the student and the accelerated instruction requirements in TEC, §28.0211, would not apply.

Sec. 28.02121. HIGH SCHOOL PERSONAL GRADUATION PLAN. (a) The agency, in consultation with the Texas Workforce Commission and the Texas Higher Education Coordinating Board, shall prepare and make available to each school district in English and Spanish information that explains the advantages of the distinguished level of achievement described by Section [28.025\(b-15\)](#) and each endorsement described by Section [28.025\(c-1\)](#). The information must contain an explanation:

- (1) concerning the benefits of choosing a high school personal graduation plan that includes the distinguished level of achievement under the foundation high school program and includes one or more endorsements to enable the student to achieve a class rank in the top 10 percent for students at the campus; and
  - (2) that encourages parents, to the greatest extent practicable, to have the student choose a high school personal graduation plan described by Subdivision (1).
- (b) A school district shall publish the information provided to the district under Subsection (a) on the Internet website of the district and ensure that the information is available to students in grades nine and above and the parents or legal guardians of those students in the language in which the parents or legal guardians are most proficient. A district is required to provide information under this subsection in the language in which the parents or legal guardians are most proficient only if at least 20 students in a grade level primarily speak that language.
- (c) A principal of a high school shall designate a school counselor or school administrator to review personal graduation plan options with each student entering grade nine together with that student's parent or guardian. The personal graduation plan options reviewed must include the distinguished level of achievement described by Section [28.025\(b-15\)](#) and the endorsements described by Section [28.025\(c-1\)](#). Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student.
- (d) A personal graduation plan under Subsection (c) must identify a course of study that:
- (1) promotes:
    - (A) college and workforce readiness; and
    - (B) career placement and advancement; and
  - (2) facilitates the student's transition from secondary to postsecondary education.
- (e) A school district may not prevent a student and the student's parent or guardian from confirming a personal graduation plan that includes pursuit of a distinguished level of achievement or an endorsement.
- (f) A student may amend the student's personal graduation plan after the initial confirmation of the plan under this section. If a student amends the student's personal graduation plan, the school shall send written notice to the student's parents regarding the change.

Added by Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 14(a), eff. June 10, 2013.

# *Course Listings*

# ENGLISH LANGUAGE ARTS

**Courses shaded in light blue require the approval of the ARD Committee.**

Modified (Resource) – A modified curriculum in a separate classroom for Special education students only

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students who are deaf or hard of hearing.

Alternate – An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
<b>English As A Second Language (ESL) 9 – 12 Refer to the EB Recommended Course Sequence on the Bilingual Department Website</b> <a href="https://www.bisd.us/departments/a-i/bilingual-education">https://www.bisd.us/departments/a-i/bilingual-education</a>				
070301(2)	ESOL I May Substitute for English I Credit	9	1/2	Recent Immigrants with 0-12 months in the US Schools: Beginner Category as per LPAC
070311(2)	ESOL II May Substitute for English II Credit	10	1/2	ESOL 1 AND Bilingual Beginner Category as per LPAC
<b>English I: Students who enter Grade 9 in and after 2011-2012 are required to take the English I End-of-Course assessment.</b>				
EC0001(2)	010681(2) English I	8-9	1/2	None
EC0011(2)	013061(2) English I SL	8-9	1/2	Intermediate or Advanced category as per LPAC
EC0031(2)	010691(2) English I Honors	8-9	1/2	Meet Honors/AP Criteria
STM001(2)	English I Modified	9	1/2	ARDC approval
D11401(2)	English I Modified (DE)	9	1/2	ARDC approval
LSK101(2)	English I Alternate	9	1/2	ARDC approval
SFL101(2)	English I Alternate (SFL)	9	1/2	ARDC approval
<b>English II: Students who enter Grade 9 in and after 2011-2012 are required to take the English II End-of-Course assessment.</b>				
EC0321(2)	020731(2) English II	9-10	1/2	Previously Completed or concurrently Enrolled in English I
EC0041(2)	020371(2) English II SL	9-10	1/2	Successfully completed or concurrently Enrolled in English I (SL)
EC0341(2)	020741(2) English II Honors	9-10	1/2	English I & meet District Honors/AP Criteria
STM041(2)	English II Modified	10	1/2	English I & ARDC approval
D21411(2)	English II Modified (DE)	10	1/2	English I & ARDC approval
LSK111(2)	English II Alternate	10	1/2	English I & ARDC approval
SFL111(2)	English II Alternate (SFL)	10	1/2	English I & ARDC approval
<b>English III</b>				
030761(2)	English III	10-11	1/2	Successfully completed or concurrently Enrolled in English I & II
030811(2)	English III Honors	10-12	1/2	Successfully completed or concurrently Enrolled in English I/II & meet Honors/ AP Criteria
030791(2)	AP Language Composition (English III)	10	1/2	English II & meet District Honors/AP Criteria
030821(2)	AP Seminar	10-11	1/2	Meet Honors/ AP Criteria
030831(2)	AP Research	11-12	1/2	Successful completion of AP Seminar & meet District Honors/AP Criteria
STM051(2)	English III Modified	11	1/2	English II & ARDC approval
D31431(2)	English III Modified (DE)	11	1/2	English II & ARDC approval
LSK121(2)	English III Alternate	11	1/2	English II & ARDC approval
SFL121(2)	English III Alternate (SFL)	11	1/2	English II & ARDC approval

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
<b>English IV</b>				
040801(2)	English IV	11	1/2	Successfully completed or concurrently Enrolled in English I, II & III
040831(2)	AP Literature and Composition (Eng. IV)	10-12	1/2	English III & Meet District Honors/ AP Criteria
040841(2)	HB5: College Prep ELA*	12	1/2	English III & Does Not Meet College Readiness
STM151(2)	English IV Modified	12	1/2	English III & ARDC approval
D41431(2)	English IV Modified (DE)	12	1/2	English III & ARDC approval
LS1301(2)	English IV Alternate	12	1/2	English III & ARDC approval
SFL281(2)	English IV Alternate (SFL)	12	1/2	English III & ARDC approval
*HB5 ELA Courses require successful completion of English I & English II End of Course Exams (EOC's).				
<b>The following courses may be taken for ½ to 1 credit.</b>				
040901(2)	Literary Genres	10-12	1/2	None
STM411(2)	Literary Genres Modified	10-12	1/2	ARDC approval
040931(2)	Humanities	10-12	1/2	None
070941(2) U70941(2)	Practical Writing Skills	9-12	1/2	None
STM401(2) UTM401(2)	Practical Writing Skills Modified	9-12	1/2	ARDC approval
070951(2)	Creative Writing	9-12	1/2	None
070961(2)	Research and Technical Writing	9-12	1/2	None
071271(2) U71271(2)	Debate I	9-10	1/2	None
040951(2)	Bible as Literature (Old & New Testament)	11-12	1/2	None
<b>Dual Enrollment</b>				
COL111(2)	English III –DE	10-12	1/2	English II & meet college admissions criteria
COL106	English IV- DE	10-12	1/2	English III-DE & meet college admissions criteria
COL126	Literary Genres-DE	10-12	1/2	English III-DE & meet college admissions criteria
COL153	Communications Applications-DE	9-12	1/2	Meet college admissions criteria
<b>Credit by Examinations With Prior Instruction (Use for Data Entry purposes ONLY)</b>				
CBE681(2)	English I	9-12	1/2	
CBE731(2)	English II	9-12	1/2	
CBE761(2)	English III	9-12	1/2	
CBE801(2)	English IV	9-12	1/2	
CBE303	Communications Applications	9-12	1/2	*Complete video tape required to pass

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
Reading - A maximum of three credits of reading (selected from Reading I, II, or III) may be offered for state graduation elective credit for identified students in need of additional reading instruction.				
071011(2) U71011(2)	Reading I	9-12	1/2	Reading below grade level
071001(2) U71001(2)	Reading Lab I	9-12	1/2	Meet Dyslexia criteria & ARDC approval
071021(2) U71021(2)	Reading I (SL)	9-12	1/2	ESL Students
971011(2)	Reading I (LC)	9-12	1/2	Local Credit Course
STM211(2) UST211(2)	Reading I Modified	9-12	1/2	ARDC approval
D11451(2) UD1451(2)	Reading I Modified (DE)	9-12	1/2	ARDC approval
LSK341(2) ULS341(2)	Reading I Alternate	9-12	1/2	ARDC approval
SFL751(2) UFL751(2)	Reading I Alternate (SFL)	9-12	1/2	ARDC approval
091031(2) U91031(2)	Reading II	9-12	1/2	Reading below grade level
091051(2) U91051(2)	Reading II SL	9-12	1/2	ESL Students
091041(2) U91041(2)	Reading Lab II	9-12	1/2	Meet Dyslexia criteria & ARDC approval
991031(2)	Reading II (LC)	9-12	1/2	Local Credit Course
STM221(2) UST221(2)	Reading II Modified	10-12	1/2	Reading I & ARDC approval
D21461(2) UD1461(2)	Reading II Modified (DE)	10-12	1/2	Reading I & ARDC approval
U01051(2)	Reading II Alternate	10-12	1/2	Reading I & ARDC approval
UFL761(2)	Reading II Alternate (SFL)	10-12	1/2	Reading I & ARDC approval
U01051(2)	Reading III	9-12	1/2	Reading below grade level
U01071(2)	Reading III SL	9-12	1/2	ESL Students
U01061(2)	Reading Lab III	9-12	1/2	Meet Dyslexia criteria & ARDC approval
UST231(2)	Reading III Modified	11-12	1/2	Reading II & ARDC approval
UD1471(2)	Reading III Modified (DE)	11-12	1/2	Reading II & ARDC approval
ULS361(2)	Reading III Alternate	11-12	1/2	Reading II & ARDC approval
UFL771(2)	Reading III Alternate (SFL)	11-12	1/2	Reading II & ARDC approval
UST241(2)	Reading IV Modified	12 plus	1/2 Local Credit	Reading III & ARDC approval – Local Credit



Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
D41481(2)	Reading IV Modified (DE)	12 plus	1/2 Local Credit	Reading III & ARDC approval – Local Credit
LSK371(2)	Reading IV Alternate	12 plus	1/2 Local Credit	Reading III & ARDC approval – Local Credit
UFL781(2)	Reading IV Alternate (SFL)	12 plus	1/2 Local Credit	Reading III & ARDC approval – Local Credit
U71033	College Readiness and Study Skills	9-12	1/2	None
<b>Journalism (Newspaper): May be taken for ½ - 3 Credits (Must have instructor's approval.)</b>				
U71101(2)	Journalism	9-12	1/2	Complete or concurrently enrolled in English I
091111(2)	Advanced Journalism Newspaper I	10-12	1/2	1 Credit Journalism
001121(2)	Advanced Journalism	11-12	1/2	2 Credits Journalism (Newspaper) Newspaper II
041131(2)	Advanced Journalism Newspaper III	12	1/2	3 Credits Journalism (Newspaper)
901121(2)	Advanced Journalism Newspaper II Specialized	11-12	1/2	2 Credit Journalism (Newspaper)
<b>Journalism (Yearbook): May be taken for ½ - 3 Credits (Must meet criteria.)</b>				
U71141(2)	Advanced Journalism Yearbook I	9-12	1/2	Complete or concurrently enrolled in English I
091161(2)	Photojournalism	10-12	1/2	1 Credit Journalism
U01171(2)	Advanced Journalism Yearbook II Editing	11-12	1/2	2 Credit Journalism
001131(2)	Advanced Journalism Yearbook III Editing	11-12	1/2	2 Credits Journalism
041131(2)	Independent Study in Journalism	12	1/2	3 Credits Journalism
091201(2)	Literary Magazine I	10-12	1/2	1 Credit English
091301(2)	Advanced Journalism Literary Magazine II	11-12	1/2	1 Credit Journalism
091401(2)	Advanced Journalism Literary Magazine III	11-12	1/2	2 Credit Journalism
LSK303	Communication Applications ALT	9-12	1/2	None
300823 U00823	Professional Communication	9-12	1/2	None

## FOREIGN LANGUAGE

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
<b>French: May be taken for 1 to 4 credits.</b>				
U71841(2)	French I	9-12	1/2	None
U71821(2)	French I Honors	9-12	1/2	Meet Honors/ AP Criteria
U71851(2)	French II	9-12	1/2	French I
U71861(2)	French II Honors	9-12	1/2	French I & Meet Honors/AP Criteria
U71871(2)	French III	9-12	1/2	French II
271831(2) U71831(2)	French III Honors	9-12	1/2	French II & Meet Honors/AP Criteria
271881(2)	AP French Language and Culture	9-12	1/2	French III & Meet Honors/AP Criteria
<b>Spanish: May be taken for 1 to 4 credits.</b>				
Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
U02021(2)	Spanish Cultural Topics I			
U02051(2)	Spanish Cultural Topics II	10	1/2	Spanish Cultural Topics I
U71971(2)	Spanish I	9-12	1/2	None
U71921(2)	Spanish I SL	9-12	1/2	Limited Spanish Speakers
U71981(2)	Spanish II	9-12	1/2	Spanish I
U71931(2)	Spanish II SL	9-12	1/2	Spanish I SL /Spanish I
U72001(2)	Spanish III	9-12	1/2	Spanish II
U71941(2)	Spanish III SL	9-12	1/2	Spanish II SL /Spanish II
U72021(2)	Spanish IV	9-12	1/2	Spanish III
272011(2)	AP Spanish Language and Culture	9-12	1/2	Meet Honors/AP Criteria
202041(2)	AP Spanish Literature and Culture	9-12	1/2	Spanish Language AP & Meet Honors/AP Criteria
202081(2)	Spanish Topics of Language and Culture I	9-12	1/2	Spanish Language AP & Meet Honors/ AP Criteria
202051(2)	Spanish Cultural Topics II	10	1/2	Spanish Cultural Topics I
<b>German: May be taken for 1 to 4 credits.</b>				
U72041(2)	German I	9-12	1/2	None

U73041(2)	German I Honors	9-12	1/2	Meet Honors/AP Criteria
U72051(2)	German II	9-12	1/2	German I
U73051(2)	German II Honors	9-12	1/2	German I & Meet Honors/AP Criteria
U73001(2)	German III	9-12	1/2	German II
U73061(2)	German III Honors	9-12	1/2	German II & Meet Honors/AP Criteria
272091(2)	AP German Language and Culture	9-12	1/2	German III & Meet Honors/AP Criteria
<b>Credit By Examination: Foreign Language*</b>				
CBE971(2)	Spanish I	9-12	1/2	*Use for Data Entry Purposes ONLY.
CBE981(2)	Spanish II	9-12	1/2	
CBE001(2)	Spanish III	9-12	1/2	
CBE031(2)	German I	9-12	1/2	None
CBE041(2)	German II	9-12	1/2	German I
CBE051(2)	German III	9-12	1/2	German II
CBE061(2)	French I	9-12	1/2	None
CBE071(2)	French II	9-12	1/2	French I
CBE081(2)	French III	9-12	1/2	French II
<b>Credit By Examination For Acceleration</b>				
CBA001(2)	Spanish I Honors	8-12	1/2	Section 500 for MS and Section 900 for HS
CBA011(2)	Spanish II Honors	8-12	1/2	*Section for Data Entry Use Only
CBA021(2)	Spanish III Honors	8-12	1/2	Meet Honors/AP Criteria
CBA041(2)	AP Spanish Language and Culture	8-12	1/2	Meet Honors/AP Criteria *Use for students who take AP EXAM ONLY
<b>Other Foreign Languages: (To identify out-of-district foreign languages not specified for the course listing guide)*</b>				
U73011(2)	Other Foreign Language I	9-12	1/2	*Use for Data Entry Purposes ONLY
U7321(2)	Other Foreign Language II	9-12	1/2	
273031(2)	Other Foreign Language III	9-12	1/2	
273091(2)	Other Foreign Language IV	9-12	1/2	
273101(2)	Other Foreign Language AP	9-12	1/2	
<b>Dual Enrollment</b>				
The following Foreign Language Courses may be taken for dual enrollment only (1 CREDIT). Students must meet the college admission criteria before they may enroll in dual enrollment courses. Dual Enrollment teachers must meet the college criteria to be eligible to teach the course.				
COL186	Spanish Language-DE (Spanish III)	9-12	1	Meet college admission criteria
COL196	Spanish Language II-DE (Spanish IV)	9-12	1	Meet college admission criteria
<b>Languages Other Than English (LOTE) Award of Credit</b>				
AC1971(2)	Spanish I	9-12	1/2	
AC1981(2)	Spanish II	9-12	1/2	
AC1991(2)	Spanish III	9-12	1/2	

# MATHEMATICS

**Courses shaded in light blue require the approval of the ARD Committee.**

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Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students who are deaf or hard of hearing.

Alternate – An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s) <i>*College Board Recommendation</i>
<b>Algebra I: Students who enter Grade 9 in and after 2011 – 2012 are required to take the Algebra I End-of-Course assessment.</b>				
EC0071(2)	052111(2) Algebra I	9	1/2	8th Grade Math
EC0091(2)	052121(2) Algebra I Honors	9	1/2	8th Grade Math & Meet District Honors/AP Criteria
STM011 (2)	Algebra I Modified	9	1/2	8th Grade Math & ARDC approval
D02441(2)	Algebra I Modified (DE)	9	1/2	8th Grade Math & ARDC approval
LSK131 (2)	Algebra I Alternate	9	1/2	8th Grade Math & ARDC approval
SFL131(2)	Algebra I Alternate (SFL)	9	1/2	8th Grade Math & ARDC approval
<b>Algebra II</b>				
082161(2)	Algebra II	10-12	1/2	Algebra I
092171(2)	Algebra II Honors	10-12	1/2	Algebra I & Meet District Honors/AP Criteria
STM071(2)	Algebra II Modified	10-12	1/2	Algebra I & ARDC approval
D02441(2)	Algebra II Modified (DE)	10-12	1/2	Algebra I & ARDC approval
LSK151(2)	Algebra II Alternate	10-12	1/2	Algebra I & ARDC approval
SFL151(2)	Algebra II Alternate (SFL)	10-12	1/2	Algebra I & ARDC approval
<b>Geometry</b>				
092221(2)	Geometry	9-12	1/2	Previously Completed Algebra I
092231(2)	Geometry Honors	9-12	1/2	Algebra I & Meet District Honors/AP Criteria
STM061(2)	Geometry Modified	9-12	1/2	Algebra I & ARDC approval
D02451(2)	Geometry Modified (DE)	9-12	1/2	Algebra I & ARDC approval
LSK141(2)	Geometry Alternate	9-12	1/2	Algebra I & ARDC approval
SFL141(2)	Geometry Alternate (SFL)	9-12	1/2	Algebra I & ARDC approval

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)  *College Board Recommendation
<b>Pre-Calculus</b>				
092271(2)	Pre-Calculus	10-12	1/2	Algebra I, Algebra II & Geometry
092281(2)	Pre-Calculus Honors	10-12	1/2	Algebra I, Algebra II & Geometry & Meet District Honors/AP Criteria
092301(2)	AP Precalculus	10-12	1/2	Algebra I, Algebra II & Geometry & Meet District Honors/AP Criteria
<b>Calculus (AP): May be taken for ½ - 2 credits. Pre-Calculus is a prerequisite for Calculus.</b> <b>The Calculus AB (002320) AP examination covers differential and integral calculus topics that are typically included in an introductory Calculus I college course.</b>				
002321(2)	AP Calculus AB	11-12	1/2	Pre-Calculus/Meet District Honors/AP Criteria
<b>The Calculus BC (002330) AP exam covers the Calculus AB topics as well as advanced topics in integral calculus, sequences, and series. The Calculus BC AP topics are typically included in two-semester sequence (Calculus I and II) at the college level.</b>				
002331(2)	AP Calculus BC	11-12	1/2	Calculus AB AP/Meet District Honors/AP Criteria
<b>NOTE: It is the district's recommendation that students planning to take the Calculus AB AP exam enroll for 3 semesters of Calculus, to include 002331.</b>				
<b>Other Math Courses: These courses may be taken for 1 credit.</b>				
002351(2)	Mathematical Models with Applications	9-12	1/2	Algebra I
STM141(2)	Math Models Modified	9-12	1/2	Algebra I & ARDC approval
D02471(2)	Math Models Modified (DE)	9-12	1/2	Algebra I & ARDC approval
LSK801(2)	Math Models Alternate	9-12	1/2	Algebra I ARDC approval
SFL811(2)	Math Models Alternate (SFL)	9-12	1/2	Algebra I & ARDC approval
012351(2)	Statistics	9-12	1/2	Algebra I
002361(2)	AP Statistics	11-12	1/2	*Algebra I, Algebra II & Meet Honors/AP Criteria
002381(2)	Independent Study in Mathematics	11-12	1/2	Algebra I, Algebra II & Geometry
301631(2)	Mathematical Applications in Agriculture, Food & Natural Resources	12	1/2	Algebra II
301641(2)	Engineering Mathematics (Robotics)	11-12	1/2	Algebra II
092311/2	HB5: College Prep Math*	12	1/2	Algebra I, Geometry, a third Math Credit, Amendcru1& Does Not Meet College Readiness
*HB5 Math Courses require successful completion of the Algebra I End of Course Exam (EOC).				
<b>Dual Enrollment</b>				
<b>The following math courses may be taken for dual enrollment only (1 credit)</b> <b>*Students must meet the college admission criteria before they may enroll in dual enrollment courses. Dual Enrollment teachers must meet the college criteria to be eligible to teach the course. Students, who enter grade 9 in and after 2011-2012, are required to take the respective End-of-Course assessment.</b>				
COL221(2)	Algebra II-DE	9-12	1/2	Algebra I & Meet College Criteria
COL211(2)	Pre-Calculus-DE	10-12	1/2	Algebra II-DE & Geometry & Meet College Criteria
COL201(2)	Calculus (INSTRUMTH)-DE	11-12	1/2	Pre-Calculus-DE & Meet College Criteria
COL251(2)	Statistics-DE	11-12	1/2	Algebra I & Meet College Criteria
<b>Credit By Examination With Prior Instruction (Use for Data Entry purposes <u>ONLY</u>)</b>				
CBE111(2)	Algebra I	9-12	1/2	
CBE161(2)	Algebra II	9-12	1/2	
CBE221(2)	Geometry	9-12	1/2	
CBE351(2)	Mathematical Models with Applications	9-12	1/2	
CBE921(2)	Pre-Calculus	9-12	1/2	

# SCIENCE

**Courses shaded in light blue require the approval of the ARD Committee.**

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Alternate – An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s) *College Board Recommendation
<b>Integrated Physics/Chemistry</b>				
072821(2)	Integrated Physics & Chemistry	9 – 10 <sup>^</sup>	1/2	None
STM261(2)	Integrated Physics & Chemistry Modified	9 – 10 <sup>^</sup>	1/2	ARDC approval
LSK561(2)	Integrated Physics & Chemistry Alternate	9 – 10 <sup>^</sup>	1/2	ARDC approval
SFL491(2)	Integrated Physics & Chemistry Alternate (SFL)	9 – 10 <sup>^</sup>	1/2	ARDC approval
<sup>^</sup> Recommended Grade Level				
<b>Biology: Students who enter Grade 9 in and after 2011 – 2012 are required to take the Biology End-of-Course assessment.</b>				
EC0131(2)	072851(2) Biology	9-11	1/2	None
EC0151(2)	072861(2) Biology Honors	9-11	1/2	Meet District Honors/AP Criteria
092891(2)	AP Biology	10-12	1/2	*Biology and Meet District Honors/AP Criteria
STM021(2)	Biology Modified	9-11	1/2	ARDC approval
LSK161(2)	Biology Alternate	9-11	1/2	ARDC approval
SFL161(2)	Biology Alternate (SFL)	9-11	1/2	ARDC approval
<b>Chemistry</b>				
092911(2)	Chemistry	10-12	1/2	One unit of high school science & Algebra I
092921(2)	Chemistry Honors	10-12	1/2	Algebra I & Biology (concurrent enrollment in 2nd year of math)/Meet District Honors/AP Criteria
002951(2)	AP Chemistry	10-12	1/2	* Algebra II & Chemistry and Meet District Honors/AP Criteria
STM251(2)	Chemistry Modified	10-12	1/2	One unit of high school science & Algebra I & ARDC approval
LSK171(2)	Chemistry Alternate	10-12	1/2	One unit of high school science & Algebra I & ARDC approval
SFL171(2)	Chemistry Alternate (SFL)	10-12	1/2	One unit of high school science & Algebra I & ARDC approval
<b>Other Sciences</b>				
300461(2)	Advanced Plant and Soil Science	12	1/2	Principles of Technology or Physics and a minimum of 2 credits in the Agri. Program of Study
301231(2)	Food Science	12	1/2	Three Units of Science. Hospitality Service Program of Study
0T1151(2)	Anatomy & Physiology	11 – 12 <sup>^</sup>	1/2	Biology & Chemistry
002961(2)	Aquatic Science	10-12	1/2	Biology/Suggested prerequisite: Chemistry or concurrent enrolled in Chemistry
000651(2)	Astronomy	11-12	1/2	One unit of high school Science

**Note: 9<sup>th</sup> grade students seeking to enroll in AP Biology, must have achieved "Masters" in the EOC Biology and Algebra I.**

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite *College Board Recommendation
002931(2)	Earth and Space Science	11-12	1/2	Three units of science, one of which may be taken concurrently and three units of mathematics, one of which may be taken concurrently.
301531(2)	Engineering Design and Problem Solving	11-12	1/2	Geometry, Algebra II, Chemistry, and Physics.
303041(2)	Specialized Topics in Science	11-12	1/2	None
002211(2)	AP Environmental Science	10–12^	1/2	*Algebra I & two years of high school laboratory science including one year of life science and one year of physical science and Meet District Honors/AP Criteria.
002901(2)	Environmental Systems	9-12	1/2	Biology
002941(2)	Environmental Systems Honors	9-12	1/2	Biology/ Meet District Honors/AP Criteria
STM121(2)	Environmental Systems Modified	11-12^	1/2	ARDC Approval
LSK321(2)	Environmental System Alternate	11-12^	1/2	ARDC Approval
SFL741(2)	Environmental System SFL	11-12^	1/2	ARDC Approval
301351(2)	Forensic Science	11-12	1/2	Biology and Chemistry
301521(2)	Scientific Research and Design	10-12	1/2	None
302041(2)	Scientific Research and Design II	11-12	1/2	SCRID I
<b>Physics</b>				
003011(2)	Physics	10-12	1/2	Algebra I
003021(2)	Physics Honors	10-12	1/2	Algebra I Meet Honors/AP Criteria
003041(2)	AP Physics 1: Algebra-Based	10-12	1/2	* Geometry and successful completion of or concurrently enrolled in Algebra II and Meet District Honors/AP Criteria
003051(2)	AP Physics 2 : Algebra-Based	11-12	1/2	* AP Physics I, and successful completion of or concurrently enrolled in Precalculus and Meet District Honors/AP Criteria
LSK181(2)	Physics Alternate	11-12	1/2	Algebra I & ARDC approval
SFL181(2)	Physics Alternate (SFL)	11-12	1/2	Algebra I & ARDC approval
301511(2)	Principles of Technology	10-12	1/2	One unit of high school science and Algebra I; students must meet 40% laboratory and fieldwork requirement identified in §74.3(3)(2)(C)
^Recommended Grade Level				
<b>Dual Enrollment</b> The following science courses may be taken for Dual Enrollment only (1 Credit). Students must meet the college admission criteria before they may enroll in dual enrollment courses. Dual Enrollment teachers must meet the college criteria to be eligible to teach the course. Students who enter Grade 9 in and after 2011 – 2012 are required to take the respective End-of-Course assessment.				
COL301(2)	Biology-DE	10-12	1/2	Biology & Meet college admission criteria
COL311(2)	Chemistry-DE	10-12	1/2	Chemistry I & Meet college admission criteria
COL321(2)	Physics-DE	11-12	1/2	Meet college admission criteria
<b>Credit By Examination With Prior Instruction (Use for Data Entry purposes <u>ONLY</u>)</b>				
CBE851(2)	Biology	9-12	1/2	
CBE911(2)	Chemistry	9-12	1/2	
CBE011(2)	Physics	10-12	1/2	
CBE821(2)	IPC	9-12	1/2	

## SOCIAL STUDIES

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Alternate (SFL) – (Structured for Life) A modified curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
<b>World Geography Studies</b>				
173331(2)	World Geography	9-10	1/2	None
173341(2)	World Geography Honors	9-10	1/2	Meet District Honors/AP Criteria
108971(2)	AP Human Geography	9-12	1/2	Meet District Honors/AP Criteria
STM031(2)	World Geography Modified	9-10	1/2	ARDC approval
LSK191(2)	World Geography Alternate	9-10	1/2	ARDC approval
SFL191(2)	World Geography Alternate (SFL)	9-10	1/2	ARDC approval
<b>World History</b>				
173381(2)	World History	9-12	1/2	None
173391(2)	World History Honors	9-12	1/2	Meet District Honors/AP Criteria
173361(2)	AP World History: Modern	9-12	1/2	Meet District Honors/AP Criteria
STM101(2)	World History Modified	9-12	1/2	ARDC approval
LSK201(2)	World History Alternate	9-12	1/2	ARDC approval
SFL201(2)	World History Alternate (SFL)	9-12	1/2	ARDC approval
<b>U.S. History: Students who enter Grade 9 in and after 2011 – 2012, are required to take the U.S. History End-of-Course assessment.</b>				
EC0441(2)	173271(2) U.S. History	11-12	1/2	World History or AP World History, World Geography or AP Human Geography
ECAP81(2)	173301(2) **AP U.S. History	10-12	1/2	World History & Meet District Honors/AP Criteria
STM111(2)	U. S. History Modified	11-12	1/2	World History or World Geography & ARDC approval
LSK211(2)	U. S. History Alternate	11-12	1/2	World History or World Geography & ARDC approval
SFL211(2)	U. S. History Alternate (SFL)	11-12	1/2	World History or World Geography & ARDC approval
<b>U.S. Government:</b>				
103413	U.S. Government	11-12	1/2	U.S. History (except when taken for dual credit)
103443	AP US Government and Politics	11-12	1/2	U.S. History; Meet District Honors Requirements
STM163	U.S. Government Modified	11-12	1/2	U. S. History & ARDC approval
LSK331	U. S. Government Alternate	11-12	1/2	U. S. History & ARDC approval
SFL5301	U. S. Government Alternate (SFL)	11-12	1/2	U. S. History & ARDC approval
Course Number	Course Description	Grade	Per Unit Credit	Prerequisite(s)
<b>Economics:</b>				
108953	Economics	11-12	1/2	U.S. History (except when taken for dual credit)
STM173	Economics Modified	11-12	1/2	U. S. History & ARDC approval
LSK332	Economics Alternate	11-12	1/2	U. S. History & ARDC approval



SFL5302	Economics Alternate (SFL)	11-12	1/2	U. S. History & ARDC approval
148983	AP Microeconomics	12	1/2	Meet District Honors/AP Criteria
148993	AP Macroeconomics	12	1/2	Meet District Honors/AP Criteria
<b>The following courses may be taken for Dual Enrollment Only. Students must meet the college admission and/or AP criteria before they may enroll in dual enrollment courses. Dual Enrollment teachers must meet the college criteria to be eligible to teach the course. Students who enter Grade 9 in and after 2011 – 2012 are required to take the respective End-of-Course assessment.</b>				
COL401(2)	**U.S. History-DE	10-12	1/2	Meet College Admission Criteria
COL413	US Government-DE	11-12	1/2	Meet College Admission Criteria
COL473	US Government II-DE	11-12	1/2	Meet College Admission Criteria
COL423	Economics-DE	11-12	1/2	Meet College Admission Criteria
COL453	Sociology-DE	9-12	1/2	Meet College Admission Criteria
COL443	Psychology-DE	9-12	1/2	Meet College Admission Criteria
<b>The following Social Studies courses maybe taken for elective credit. Students, who enter Grade 9 in and after 2011 – 2012, are required to take the respective End-of-Course assessment.</b>				
108971(2)	**AP Human Geography	9-12	1/2	Meet District Honors/AP Criteria
108986	AP Comparative Government and Politics	10-12	1/2	Two Years of HS Social Studies & Meet District Honors/AP Criteria
173361(2)	AP World History : Modern	9-12	1/2	Meet District Honors/AP Criteria
103451(2)	AP European History	10-12	1/2	Meet District Honors/AP Criteria & have successfully completed 2 years of Social Studies
103461(2)	Advanced Social Studies	11-12	1/2	ⓂAP Candidates Only
U03453	Sociology	9-12	1/2	None
U03483	Psychology	9-12	1/2	None
108963	AP Psychology	9-12	1/2	One year of HS Social Studies & Meet District Honors/AP Criteria
U08913	Special Topics: Bible Literature (Old Testament)	9-12	1/2	None
U08923	Special Topics: Bible Literature (New Testament)	9-12	1/2	None
U08941(2)	Ethnic Studies: Mexican American Studies	10-12	1/2	None
U08951(2)	Ethnic Studies: African American Studies	10-12	1/2	None
U08933	Personal Financial Literacy	10-12	1/2	None
108936	Personal Financial Literacy and Economics	10-12	1/2	None
<b>**This course will meet the World Geography requirement for graduation if taken for one full credit.</b>				
<b>Credit By Examination (Use for Data Entry purposes <u>ONLY</u>)</b>				
CBE484	Psychology	9-12	1/2	
CBE485	Sociology	9-12	1/2	
CBE414	U.S. Government	9-12	1/2	
CBE953	Economics (Free Enterprise System/Benefits)	9-12	1/2	
CBE271(2)	U.S. History	9-12	1/2	
CBE331(2)	World Geography	9-12	1/2	
CBE381(2)	World History	9-12	1/2	

## FINE ARTS

### Fine Arts Endorsement Courses

#### Program of Study: Instrumental Music

Course Description	U Number	State ID	Grade	Per Unit Credit	Prerequisites
Students must be placed in appropriate courses due to the sequential nature of the curriculum; therefore, counselors must work closely with instructors and directors. All band courses require audition. Marching Band-PE credit will be awarded in the fall and spring semester.					
Training Marching Band I	U74751 (2)	PES00012	9-12	1/2	Meet Program Criteria
Cadet Marching Band II	U74761 (2) U75961(2) PE	03150200	9-12	1/2	Meet Program Criteria
Concert Marching Band III	U74791(2) U75791(2) PE	03150300	9-12	1/2	Meet Program Criteria
Symphonic Marching Band IV	U04781(2) U05781(2) PE	03150400	9-12	1/2	Meet Program Criteria
Marching Band LC/PE Substitution	U74801(2)	84500421	9-12	1/2	Meet Program Criteria
Jazz Combo I	U74831(2)	03151300	9-12	1/2	Meet Program Criteria
Jazz Combo I GT	U74851(2)	03151300	9-12	1/2	Meet Program & GT Criteria
Jazz Combo II	U74841(2)	03151400	9-12	1/2	Meet Program Criteria
Jazz Combo II GT	U74861(2)	03151400	9-12	1/2	Meet Program & GT Criteria
Flute I	U80021(2)	03151700	9-12	1/2	Meet Program Criteria
Flute I GT	U09011(2)	03151700	9-12	1/2	Meet Program & GT Criteria
Flute II	U80031(2)	03151800	9-12	1/2	Meet Program Criteria
Flute II GT	U09021(2)	03151800	9-12	1/2	Meet Program & GT Criteria
Flute III	U80041(2)	03151900	9-12	1/2	Meet Program Criteria
Flute III GT	U09031(2)	03151900	9-12	1/2	Meet Program & GT Criteria

Course Description	U Number	State ID	Grade	Per Unit Credit	Prerequisites
Flute IV	U80051(2)	03152000	9-12	1/2	Meet Program Criteria
Flute IV GT	U09041(2)	03152000	9-12	1/2	Meet Program & GT Criteria
Oboe I	U80061(2)	03151700	9-12	1/2	Meet Program Criteria
Oboe I GT	U81121(2)	03151700	9-12	1/2	Meet Program & GT Criteria
Oboe II	U80071(2)	03151800	9-12	1/2	Meet Program Criteria
Oboe II GT	U81131(2)	03151700	9-12	1/2	Meet Program & GT Criteria
Oboe III	U80081(2)	03151900	9-12	1/2	Meet Program Criteria
Oboe III GT	U81151(2)	03151900	9-12	1/2	Meet Program & GT Criteria
Oboe IV	U80091(2)	03152000	9-12	1/2	Meet Program Criteria
Oboe IV GT	U82011(2)	03152000	9-12	1/2	Meet Program & GT Criteria
Bassoon I	U80101(2)	03151700	9-12	1/2	Meet Program Criteria
Bassoon I GT	U82021(2)	03151700	9-12	1/2	Meet Program & GT Criteria
Bassoon II	U80111(2)	03151800	9-12	1/2	Meet Program Criteria
Bassoon II GT	U81051(2)	03151800	9-12	1/2	Meet Program & GT Criteria
Bassoon III	U80121(2)	03151900	9-12	1/2	Meet Program Criteria
Bassoon III GT	U82391(2)	03151900	9-12	1/2	Meet Program & GT Criteria
Bassoon IV	U80131(2)	03150400	9-12	1/2	Meet Program Criteria
Bassoon IV GT	U82031(2)	03152000	9-12	1/2	Meet Program & GT Criteria
Clarinet I	U80141(2)	03151700	9-12	1/2	Meet Program Criteria
Clarinet I GT	U82041(2)	03151700	9-12	1/2	Meet Program & GT Criteria
Clarinet II	U80151(2)	03151800	9-12	1/2	Meet Program Criteria
Clarinet II GT	U82051(2)	03151800	9-12	1/2	Meet Program & GT Criteria
Clarinet III	U80161(2)	03151900	9-12	1/2	Meet Program Criteria