

2024 - 2025

Taylor High School

Course Selection Guide



MISSION

Inspire, Equip, and Empower Every Student
to Achieve Their Unique Potential.

VISION

Intentionally Empowering the Whole Child

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IN TAYLOR ISD WE BELIEVE...

... EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

... families are partners who will be informed and supported in the educational process to help students discover their unique potential.

... our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

... our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff toward our vision.

... the Superintendent and district leaders are forward-thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

... the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Welcome Students and Families!

The purpose of this guide is to assist students and their families in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses Taylor High School offers. These descriptions should be consulted in selecting courses for next year. Students and families with questions regarding courses and their implications of selecting them are encouraged to consult with their school counselor.

Information in this guide is accurate as of the date of printing and is subject to change at any time due to updates in local, state, and federal policies. Please refer to the online version of this guide, found on the Taylor ISD website, for the most up-to-date information.

Students and Families:

- Review the state and local course requirements included in the guide.
- Review the graduation requirements for the Foundation High School Plan.
- Consider your post-secondary plans and career interests. Begin exploring which college or post-secondary programs you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor.

Please Note: The availability of the courses listed in this program guide depends on student requests, staffing, and other resources available on campus. For some courses, other formats such as online learning may be utilized to provide a course to meet student requests within district procedures. Taylor ISD provides equal educational opportunities without regard for race, color, religion, national origin, sex, gender, disability, and/or age.



A photograph of a person's arm resting on a laptop keyboard. A green rectangular box is overlaid on the image, containing the text 'ACADEMIC PLANNING OVERVIEW' in white, bold, sans-serif capital letters. The background shows a dark blue textured surface, a USB drive, and a colorful notebook.

ACADEMIC PLANNING OVERVIEW

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Taylor ISD Students are College and Career Ready!

Taylor ISD offers a wide array of high school programs that prepare students for their unique post-high school pursuits. It is recommended that students and parents think in terms of a six-year plan that carries students through their first two years beyond high school. Taylor ISD offers many different pathways toward post-secondary success including, but not limited to a four - year college, a two - year junior college, a two - year technical school, industry-based certifications, and military readiness.

College and career-ready high school graduates have the skills, knowledge, and abilities needed to succeed in life, whether they plan to attend college (two-year, four-year, or technical school) or go directly into the workforce. This means that, since elementary school, students have been academically prepared and provided with the knowledge and skills necessary to plan their careers and live their lives successfully.

In Taylor ISD, all of our efforts across the district from Pre-K to Graduation are made with the ultimate goal of ensuring each student becomes a successful and productive citizen in our community and society. We believe that students who are College and Career Ready can have a positive influence on their neighborhood and be successful in the workplace.

The Texas Education Agency (TEA) has set forth the standards for College and Career Readiness (CCR) in Texas. Most of the indicators for CCR, as they apply to Taylor ISD, are below.* A student only needs to be able to check one box to be considered "College and Career Ready."

Evidence of College, Career, & Military Readiness

- AP Exam - Score of 3 or higher on an AP exam
- ACT Exam - Minimum composite score of 23; minimum 19 on English, minimum 19 on math
- SAT Exam - Minimum score of 480 on EBRW and a minimum score of 530 on math
- TSIA2 Exam - ELAR Section: CRC score of a 945-990 w/Essay of 5-8 OR
CRC of a 910-944 with a Diagnostic Level of 5-6 and an Essay of 5-8
Math Section: CRC score of 950-990 OR
CRC score of 910-949 with a Diagnostic Level of 6
- College Prep Course - Take and pass the College Prep courses in English and math during Senior Year
- Dual Credit - Earn 3 college credit hours or more in ELAR or mathematics OR earn 9 college credits in any subject area.
- Earn an industry-based certification in a Career and Technical Education course (i.e. Microsoft Office Certifications, Adobe Certified Associate, CompTIA+, Certified Clinical Medical Assistant, Pharmacy Technician, AWS D1.1, AWS D9.1, NCCER Core, TSFA Level 1 Floral)
- Provide a signed DD4 to campus counselor after completing enlistment procedures in any branch of the United States Military

Evidence of College and Career Readiness must be earned while the student is in high school or immediately following graduation. Scores, credits, or certifications earned prior to enrollment in high school will not count for the purposes of this indicator.

*Not all indicators are listed. Indicators for students receiving special services will be identified during the IEP.

Section I: General Information

Alternative Credit Opportunities

Virtual Learning: A Hutto ISD student may be enrolled in an online course while in attendance at our high school. While we do our best to offer all course that our students may want to need to take, occasionally we do not have a course or the staff to teach a course that a student requires. In these instances, we enroll the student in a virtual / online course in order to ensure they stay on-target to graduate.

Credit by Examination for Acceleration: Student may take exams for credit in courses in which no prior instruction has been received. A score of 80% or higher must be achieved to receive credit for the course. There are four designated testing windows for examination for acceleration testing as listed on the district website. Students should contact a counselor for registration information and testing dates. These tests will be administered by the campus for students meeting the requirements and testing registration deadlines.

Credit by Examination with Prior Instruction: A student must have had formal prior instruction in a semester course to be eligible to gain credit by examination. Credit by examination may not be used to gain eligibility for participation in extracurricular activities. A score of 70% or above is required on the credit by examination tests.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See Taylor ISD [Board Policy FEC](#) for more information.] With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Compulsory Attendance— Exemptions on page 26 of the [District Handbook](#) will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or the student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade. The student or parent may appeal the committee's decision to the board by following policy [FNG\(LOCAL\)](#).

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For more information regarding district attendance policies, please refer to the [District Handbook](#).

Class Rank

The semester average shall be used in each course for the purpose of determining class rank in grades 9 - 11. Students will begin receiving an academic achievement record, or transcript, after their first 2 semesters on campus. Class rank will be included and calculated each semester, after the student's fourth semester. Official rank and GPA will be determined in September, January, and June of each academic year. Students will be notified of their class rank and GPA during subsequent advising conversations each semester.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate rank by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year. Grades received in May for dual credit courses shall be included in the calculation. For more information regarding class ranking policies, please refer to the [District Handbook](#).

Classification of Students

| Grade Level | Minimum Number of Credits | Special Considerations |
|-------------|---------------------------|--|
| 9th Grade | 0 | <ul style="list-style-type: none">• Grade reclassification is addressed upon completion of <u>each academic semester</u>.• The number of credits required for the beginning of the year UIL eligibility may differ. Please refer to the UIL handbook for official eligibility guidelines. |
| 10th Grade | 6 | |
| 11th Grade | 12 | |
| 12th Grade | 18 | |

Grade Point Average and Course Weights

Each course a student takes throughout their high school career counts towards their cumulative grade point average, or GPA. GPA is used for a variety of purposes including class rank, scholarship qualifications, and eligibility to participate in dual credit courses. The GPA is calculated by adding up all of the numeric grades issued to a student and dividing that sum by the total number of courses attempted. In Taylor ISD, students receive two GPA calculations. Their "Cumulative GPA" includes the average of all courses taken. Their "Core GPA" includes the average of all courses listed below. Please note that not all courses a student takes will count toward their "Core GPA". Their "Core GPA" is an important number, as it is what is used to generate class rank (See Below for more information), and is reported to many post-secondary entrance applications.

Additionally, courses receive different weights or "levels" based on their course rigor. Some courses receive more weight than others if it includes coursework that is more challenging than traditional coursework. The weighting of courses are included below and can be identified in [Taylor ISD Board Policy EIC \(Local\)](#). For detailed information regarding a course's potential "weighting" see the course descriptions included in this course guide. For more information regarding district grade point average policies, please refer to the [District Handbook](#).

For a complete listing of courses and their core GPA considerations, please refer to the chart below for general guidelines. More specific language can be found on the Taylor ISD website ([Taylor ISD Board Policy EIC \(Local\)](#)).

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| English | History | Mathematics* | Science* | LOTE |
|---|-------------------------|---|--|------------------------|
| English I | World Geography | Algebra 1 | Biology | Spanish I ASL I |
| English II | World History | Algebra 2 | Chemistry | Spanish II ASL II |
| English III | US History | Geometry | Physics | Spanish III ASL III |
| English IV | Government Economics | 4 th year credit math as defined by TAC Chapter 74 | 4 th year credit Science as defined by TAC Chapter 74 | Spanish IV ASL IV |
| *Any additional advanced coursework that would count as a 4 th year credit as defined by the State Board of Education. | | | | |

Grading Policy & Awarding Credits

The lowest passing grade a student may receive is a 70, as mandated by the Texas Education Agency. It is important that all students and parents understand the THS grading policy for the semester criteria. **Students will receive no credit for any semester average below a 70 unless a student’s average for both semesters of a two-semester course is 70 or above. Both semesters must have been taken during the same school year to average.**

EXAMPLES OF GRADING POLICY:

| | | | | | |
|-----------|--------------|------|-----------|--------------|------|
| | 1st Semester | 65 | | 1st Semester | 67 |
| Example 1 | 2nd Semester | 70 | Example 2 | 2nd Semester | 74 |
| | Year Average | 67.5 | | Year Average | 70.5 |

**0.5 Credit awarded for 2nd semester only.

**1 credit awarded for both semesters

| | | | | | |
|-----------|--------------|----|-----------|--------------|----|
| | 1st Semester | 71 | | 1st Semester | 50 |
| Example 3 | 2nd Semester | 55 | Example 3 | 2nd Semester | 90 |
| | Year Average | 63 | | Year Average | 70 |

**0.5 Credit awarded for 1st semester only.

**1 Credit awarded for both semesters

Graduation with Academic Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with EIC Local and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year, and final grades received in May (end of year) for dual credit courses.

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For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

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

- Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
- Be graduating after exactly eight semesters of enrollment in high school; and
- Have completed the foundation program with the distinguished level of achievement.

Breaking Ties: In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths place, the District shall recognize co-aledictorians if a tie exists for valedictorian, and the position of salutatorian shall be vacant. In the case of a tie for salutatorian, co-salutatorians shall be recognized.

Physical Education Substitutions

The district shall allow students to substitute certain physical activities for the 1.0 required credit of physical education. Such substitutions shall be based on the physical activity involved in:

- Drill team, Marching Band, and Cheerleading during the fall semester
- Athletics
- Approved Off - Campus Physical Education requests (see campus forms for approval)

Schedule Changes

One of the most important decisions facing our students is selecting courses within the high school curriculum to provide a foundation for college and career readiness after graduation. Careful planning and discussions with parents/guardians are an important part of the scheduling process, and we encourage families to log in at home to review four-year planning choices using Xello. We hope you make course selections for next school year carefully. Students who register for a course are committed to that course. Class creation, campus scheduling, and teacher assignments are based on student course requests, therefore we can only honor schedule change requests that meet certain criteria. ***Importantly, course changes will be made only if an educational need is demonstrated and space is available in the subsequent course.***

Specifically, schedule corrections will be considered in the first two days of school for the following reasons only:

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisites for a course.
- Course - credit was previously received (ie through summer school or CBE)
- A data-entry error made by the school (ie - two first-period classes or a schedule that does not have the full number of classes)
- Student previously failed the course with the same teacher.

For a semester or year-long course, a student may not withdraw after the third week of the course. However, to meet the individual student's needs, the principal may use his or her discretion to approve a course change. A student who withdraws from a course will have the grade in that course applied to the new course. It is highly recommended that the replacement course is in the same discipline. A student who changes courses assumes responsibility for the full content of the new course on the final exam.

Students who enroll in honors or AP courses commit to completing the course. Due to the rigorous nature, students should remain in the chosen course for the first three weeks of school in order to acclimate to the expectations and provide adequate time for both

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the teacher and students to gauge the appropriateness of the course selection. Schedule changes will not occur until after the fourth week and no later than the end of the seventh week of the semester.

To initiate a change out of an Honors or AP class, a conference must occur between the student, parent/guardian, teacher, counselor and/or principal designee. Students and parents enrolled in an AP class will complete a contract for EACH course with expectations and requirements clearly outlined. If the course is changed, the student's grade (without weighing) will transfer to the new course.

State Credit Courses

All courses that are to be counted toward graduation must be approved by the state of Texas. Only under certain circumstances and with administrative approval, will a student be considered for graduation under the Foundation plan.

Subject Load for Students

Students in grades 9 - 12 are required to be enrolled in a full load of classes each semester. Off - periods are not a right and will be at the discretion of Taylor High School staff. Students who plan to work off campus during the school day must be enrolled in the Career Preparation Course.

Section 2 - Graduation Information & Required Coursework

Graduation Considerations

All units of credit for graduation shall be earned in grades 9 – 12, other than the few courses available at the middle school for high school credit, such as Algebra I – 1 credit, Spanish - 1 credit, and some CTE courses. The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only. ([Board Policy EIC - Local](#)). Any changes to this would be updated in Board Policy.

The student and his/her parents must determine a specific graduation option. Students have the following options: Foundation, Foundation with Endorsement(s), or Foundation with Endorsement(s) Distinguished. Graduates of Taylor ISD are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements and courses completed.

It is the responsibility of students and their families to ensure each student is prepared for specific post-secondary education programs. Please check course choices carefully to be sure specific entrance requirements are met during your child's high school program. Specific requirements vary with the college and the proposed minimum requirements for admission. The counselor will assist students in locating information on college requirements and career fields.

A student's four-year plan / Program of Study should reflect a student's career goals. The student who plans for employment or advanced career training after graduating from high school should be careful in his/her selection of 7 high school courses. Even though every course studied cannot be applied for use on a specific job, many high school courses are important because they provide general background knowledge and develop abilities needed by all citizens. The aim of specific career/technical programs is to provide the student with occupational skills, which will enable him/her to enter a related job.

In accordance with House Bill 4545, any student who has not met the standards on the statewide assessment test will be required to attend an intervention period in each subject area.

Completion of the online registration and Personal Graduation Plan (PGP) is most important. Be sure to complete both. The following guidelines will be of assistance:

- All students will take courses within their classifications. Any exceptions must have special permission from the principal's office.
- Review the sequence and entry grade level (i.e., English 1 for 9th, English 2 for 10th, etc.) guide on subsequent pages for each subject area.
- Review the course descriptions for each course.
- Be sure all graduation requirements are met in your child's Personal Graduation Plan & Program of Study.
- Consider the provisions for additional study (Distinguished Achievement Program).
- The Taylor High School counseling staff will assist students with their course selections.
- A Personal Graduation Plan (PGP) will be developed and on file for all students.

Taylor ISD Required Coursework Overview

Foundation - Only 22 Credits*

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (3 credits) - Algebra 1, Geometry, & one credit in any authorized advanced math course.
- **Science** (3 credits) - Biology, IPC / Chemistry / Physics, & one credit in any authorized advanced science course.
- **Social Studies** (3 credits) - US History, Government, Economics, World Geography OR World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (5 credits) - may include CTE or certification courses.

**Students may opt to Foundation - only after completing the sophomore year with parent and campus approval.

Foundation + Endorsement 26 Credits

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (4 credits) - Algebra 1, Geometry, & two credits in any authorized advanced math course.
- **Science** (4 credits) - Biology, IPC / Chemistry / Physics, & two credits in any authorized advanced science course.
- **Social Studies** (4 credits) - US History, Government, Economics, World Geography, World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (6 credits) - may include CTE or certification courses.

CTE credit requirements specific to at least one endorsement.

Distinguished Level of Achievement 26 Credits

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (4 credits) - Algebra 1, Geometry, Algebra 2, & one credit in any authorized advanced math course.
- **Science** (4 credits) - Biology, IPC / Chemistry / Physics, & two credits in any authorized advanced science course.
- **Social Studies** (4 credits) - US History, Government, Economics, World Geography, World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (6 credits) - may include CTE or certification courses.

CTE credit requirements specific to at least one endorsement.

State Assessments Required for Graduation

English I
English II
Algebra I
US History
Biology

Performance Acknowledgements

- Outstanding Performance: Dual credit coursework, bilingualism/biliteracy, College AP or IB exam, PSAT, ACT - Plan, SAT, or ACT
- Certification: Nationally or internationally recognized business or industry certificate or license.

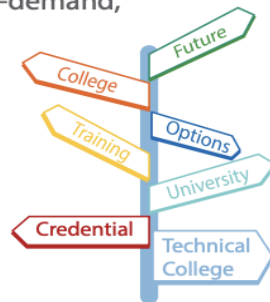
Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement – *Benefits*

Choices determine options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.



Why it matters — *Benefits*

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

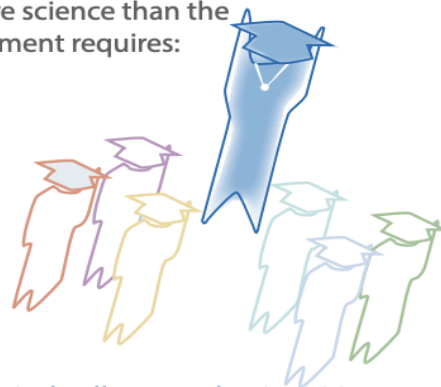
- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

*Must be financially qualified

What it means

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

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



Advantages

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

Texas Education Agency
www.tea.state.tx.us

Texas Higher Education Coordinating Board
www.thehb.state.tx.us

Texas Workforce Commission
www.twc.state.tx.us



BR14-130-02

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Automatic Admissions Requirements

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

- Earned the distinguished level of achievement under the Foundation High School Program; or satisfied SAT's or ACT's College Readiness Benchmarks

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

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

A student is considered to have satisfied the course requirements if the student completed the portion of the distinguished level of achievement under the Foundation High School Program that was not available to the student but was unable to complete the remainder of the coursework because courses were unavailable as a result of circumstances not within the student's control. To qualify for automatic admission an applicant must:

- Submit an application before the deadline established by the college or university to which the student seeks admissions; and
- Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the Distinguished Level of Achievement under the Foundation High School Program or the portion of the requirements that was available to the student.

College and universities are required to admit an application 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 testing.

*The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for the first time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. UT announces its eligibility in the early fall for all summer / fall freshman applicants for admission to the University of Texas at Austin.

Section 3 - Academic Advising & Course Sequencing

Advanced Academics

Taylor High School offers a variety of advanced coursework options to help students receive a rigorous curriculum and challenge themselves accordingly. Students are encouraged to challenge themselves but also find a balance among advanced courses, extracurricular activities, and outside activities. Students should select Honors or AP courses in their area(s) of strength. The decision about the number of Honors or AP courses should be an individual decision based on the schedule, out-of-school commitments, and interests of each student. Below are a few considerations and considerations for advanced coursework options.

Advanced Placement (AP) courses:

AP courses provide students the opportunity to dive deeply into selected content and often provide a specialized curriculum on specific topics. Students enrolled in AP courses are expected to take the associated AP exam. AP exam scores of three or higher count as a Performance Acknowledgement and may earn college credit at many universities. Specific university policies are available at www.collegeboard.com.

Honors courses:

Honors courses include specific content and activities designed to prepare students for both STAAR and success in college-level Advanced Placement courses. Depth of material requires students to read and write extensively in and out of class. These courses do not offer college credit, but provide a higher grade weight than standard coursework and prepare students for AP courses.

On - Ramps Courses:

On - Ramps courses provide students the opportunity to dive deeply into selected content and often provide a specialized curriculum on specific topics. Students enrolled in On - Ramps courses are currently enrolled in college - level coursework through the University of Texas at Austin AND Taylor ISD. For more information regarding dual credit / dual enrollment, please review the "Dual Credit" section below.

Who Should Take Advanced Academic Courses:

Before enrolling in Honors or AP courses, students should consider:

- Interest in an intense exploration of the course material.
- Strong personal commitment to accomplishing objectives and requirements of the course.
- Strong academic history as demonstrated by STAAR scores and grades above 85%.
- Ability to dedicate appropriate time to coursework.
- Willingness to stretch academically.
- Willingness to work hard.

Dual Credit Guidelines

General Dual Credit Considerations

- Taylor High School will pay full tuition costs for two dual credit courses per student for each of the Fall and Spring semesters. Students who take additional dual credit courses are responsible for paying for those courses prior to the payment deadline or the student will be dropped from their courses.
- If a student does not attend class, drops the course, and/or does not make a 60 or higher in the course, the parent will reimburse the district the cost of the tuition.
- A student must be enrolled as a full-time high school student in order to be eligible for dual credit coursework.
- Taylor High School administration will have the final approval on which dual credit courses a student may take.
- Transportation will be provided from Taylor High School to either Temple College Taylor, Temple College Hutto, or TSTC Hutto. Students who opt to ride the bus must do so daily.

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- Students must have a minimum grade of 70 in all college courses taken at the end of each semester in order to register for courses the following semester.
- Students must satisfy the entrance requirements, listed above, prior to registration.
- Students must understand that these college-level courses are rigorous courses that will require intensive preparation. Also, while attending dual credit courses, students are expected to follow the student code of conduct for each institution and may be attending with other high school and college students.
- Parents and students are responsible for the cost of all textbooks and additional materials required for Dual Credit courses.
- Any exception to the above guidelines must be approved by the campus administration.

Eligibility Requirements:

- **Temple College:**
 - Testing requirements:
 - SAT: Evidence-Based Reading and Writing 480 and Math 530 or
 - ACT: Reading 19, Math 19, combined score of 23 or
 - TSIA2: English Language Arts (ELAR) score 945+ and Essay 5+ or ELAR score below 945 and essay of 5+ AND Diagnostic score of 5+ and Math 945 or higher
 - Students will be able to take up to 6 credit hours per semester (fall and spring semesters)
 - Temple College course offerings are contingent upon the availability of staff, course schedule, and enrollment.
 - Students must receive a grade of 60 or higher to receive high school credit.
- **Texas State Technical College:**
 - Students who wish to enroll will need to have demonstrated in previous courses the ability to work independently (minimum of 2 recommending teachers)
 - Students will be allowed to take up to 6 credit hours per semester (fall and spring semesters).
 - TSTC course offerings are contingent upon the availability of staff, course schedule, and enrollment,
 - Students must receive a grade of 60 or higher to receive high school credit.

Earning Performance Acknowledgements

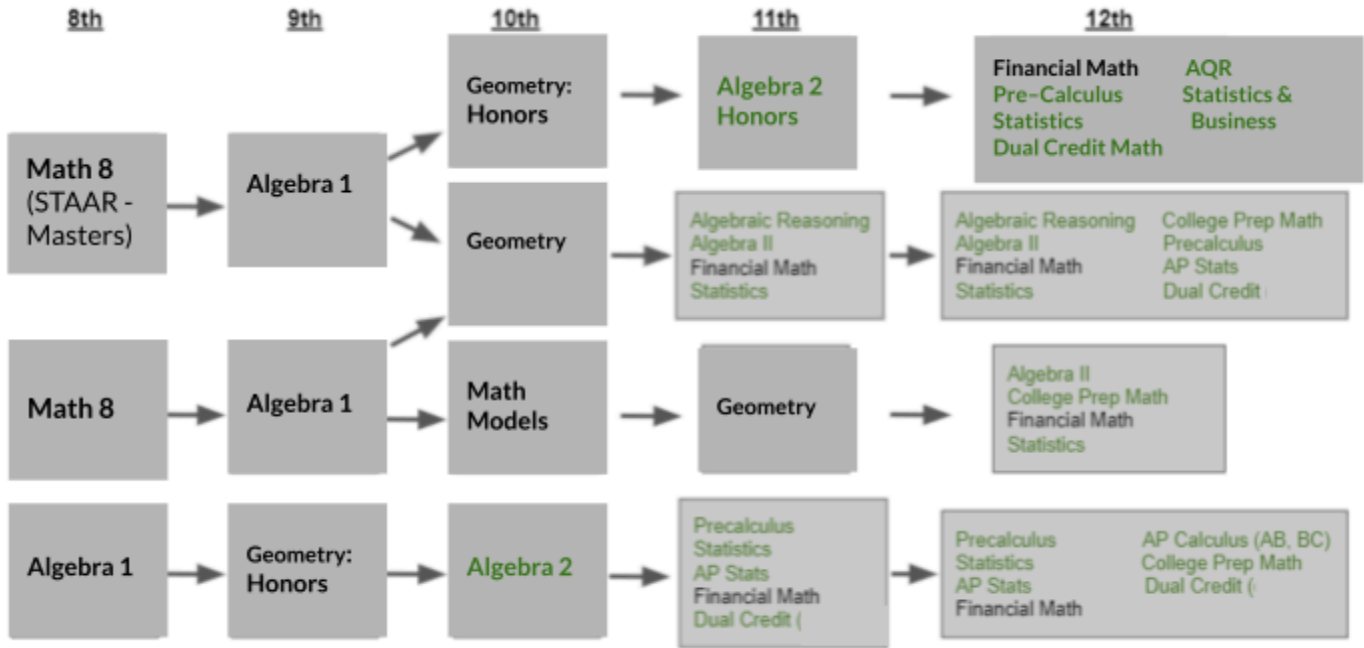
Students may earn performance acknowledgments on their Academic Achievement Record or transcript for the following:

- **Outstanding performance in Dual Credit coursework by successfully completing:**
 - 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
 - An Associate degree while in high school.
- **Outstanding performance in Bilingualism and Biliteracy.** A student may earn a performance acknowledgment by demonstrating proficiency in two or more languages by:
 - 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**
 - Satisfying one of the following:
 - 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
 - Demonstrated proficiency in the TEKS for level IV or higher in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Completion of at least three credits in foundation subject area courses in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more Languages Other Than English through one of the following methods:

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- Score 3 or higher on an Advanced Placement exam for a Language Other Than English; or
- Score 4 or higher on an International Baccalaureate exam for a higher level Language Other Than English course; or ,,
- Performance on a national assessment of language proficiency in a Language Other Than English of at least Intermediate High or its equivalent.
- In addition to meeting the requirements of the above subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - Participated in and met the exit criteria for a bilingual or ESL program; and
 - Scored at the Advanced level on the Texas English Language Proficiency Assessment System (TELPAS).
- **Outstanding performance in a *College Advanced Placement Exam* by earning:**
 - A score of 3 or above on a College Board Advanced Placement examination; or
- **Outstanding performance in the PSAT, the ACT PLAN/ASPIRE, the SAT, or the ACT by:**
 - 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; or
 - Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN Aspire examination; or
 - Earning a combined critical reading and mathematics score of at least 1310 on the SAT; or
 - A composite score on the ACT exam (without writing) of 28.
- **Earning a Nationally or Internationally Recognized Business or Industry Certification or License with:**
 - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - Performance on an examination is sufficient to obtain a government-required credential to practice a profession.
 - Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promoted by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - A national or international business, industry, or professional organization;
 - A state agency or other government entity; or
 - A state-based industry association.
 - Certifications or licensures for performance acknowledgments shall:
 - Be age-appropriate for high school students;
 - Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - Include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Math Class Progressions (Suggested Sequences)



Courses in green indicate endorsement math credits

Off-Campus Periods

Juniors and seniors are eligible for **ONE** off period per school year under the following conditions:

- Must have senior status (at least 21 credits) and be a fourth-year student.
- Must have junior status (at least 14 credits) and be a third-year student.
- Students must be completing coursework for the state Distinguished or Foundation Plus Endorsement Graduation Plans. (exceptions given to students receiving special education services)
- Students must be enrolled in courses that complete graduation requirements at the end of their senior year.
- Students must have met the passing standard on all sections of the EOC STAAR examinations.
- Students must have met 90% of attendance requirements for each course during the previous year.
- Course changes will not be permitted simply to accommodate an early release request.
- Early release will only be considered for the last period of the day (exceptions for students enrolled in 8th-period athletics)
- Students enrolled in Career Preparation have 2 off-campus periods related to work. These work periods can NOT combine with off - periods.
- Students must have transportation to leave campus EACH DAY.

Additionally, Seniors are eligible for **TWO** off periods per school year under the following conditions:

- All criteria listed above AND:
- Must have completed and submitted the Apply Texas application process
- Must have completed and submitted the Federal Assistance For Student Aide (FAFSA)
- Must have passed both TSIA2 Math AND TSIA2 English and be deemed "TSI Ready"

The off-period privilege will be revoked for the remainder of the semester for any of the following reasons:

- The student is late to school more than five times in a semester.
- The student is absent more than five times in a semester and/or falls below the 90% attendance rule in any class.
- The student receives a failing grade on a report card.

Options for Earning High School / College Credit

Throughout the course of their high school career, students have multiple opportunities to earn credits towards both graduation AND post-secondary plans. This can include but is not limited to post-secondary education, field experience and on-the-job training, acceleration, and remediation.

- **Credit by Examination (CBE)**
 - Students may take credit by examination for credit recovery or validation of credit to demonstrate proficiency in the subject matter. Taylor ISD offers multiple opportunities throughout the year to take CBEs, provided through the University of Texas. Information is posted on the district website throughout the school year.
- **Career Preparation (Work-Based Learning)**
 - Career Prep students may be employed during the school day for a maximum of two (2) periods as juniors and/or seniors. Career Prep class is a year-long program. **There will be no admission to the program after the first semester.** Students must provide documentation of 15 hours per week of employment. Students must supply their own transportation and a valid social security card. Students are responsible for securing their own employment. An application process is required for enrollment.
- **Credit Recovery**
 - Through computer-assisted instruction, students may gain credit for courses that failed. Credit recovery is available during the day, as well as after school. Not all courses are eligible for recovery. Students should contact their school counselor or administrator for more information.
- **Dual Credit**
 - Dual credit courses are college-level courses that students can take for both high school graduation credit and college credit. Courses accepted for dual credit cover the TEKS for the high school course and meet college guidelines. Taylor High School offers a dual credit program that allows high school students to earn credit towards graduation and college credit at Temple College (TC) OR Texas State Technical College (TSTC) simultaneously while in high school. Students must have completed their sophomore year and are required to maintain a full-time student course load and meet eligibility requirements.

Special Education Graduation Requirements

Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §29.001 and §29.003. A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

(a) Graduation with a regular high school diploma terminates a student's eligibility for special education services under the Individuals with Disabilities Education Act of 2004.

(b) A student entering Grade 9 in the 2014–15 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in a§74.12 of this title (relating to Foundation High School Program) applicable to students in all general education as well as satisfactory performance as established in TEC, Chapter 39, on the required state assessments, unless the student's admission,

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review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student’s ARD committee has that satisfactory performance on the required state assessment is not necessary for graduation. The student must also successfully complete the student’s Individualized Education Program (IEP) and meet one of the following conditions:

(c) Consistent with the IEP, the student has obtained full-time employment, based on the student’s abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain employment without the direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of the public education or employment or education options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

House Bill (HB) 165, which relates to endorsements for public high school students enrolled in special education programs, passed in the 86th legislative session and amends Texas Education Code (TEC) §28.025 by adding Subsections (c-7) and (c-8). The Act applies to begin with the 2019–2020 school year. The amendments allow a student enrolled in a special education program to earn an endorsement on the student’s transcript by successfully completing, with or without modification of the curriculum:

- The curriculum requirements identified by the State Board of Education (SBOE) found under Subsection (a) of this statute;
- The additional endorsement curriculum requirements prescribed by the SBOE under Subsection (c-2) of this statute; and
- All curriculum requirements for that endorsement adopted by the SBOE without modification, or with modification provided that the curriculum, as modified, is sufficiently rigorous as determined by the student’s admission, review, and dismissal (ARD) committee. Likewise, the ARD committee determines whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student’s transcript.

For students receiving special education services who entered Grade 9 before the 2014–2015 school year, please refer to your child’s ARD paperwork.

All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in the 34 Code of Federal Regulations (CFR), §300.305(e) (3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (C) of this section.

Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.

Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

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For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110–18, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curricula or modified content.

State of Texas Testing Requirements

Under House Bill 5 (HB5), passed by the 83rd Texas Legislature and signed by the governor, students entering high school under the 2011 - 2012 school year and following years are required to pass five State of Texas Assessments of Academic Readiness (STAAR) end - of - course exams to meet graduation requirements.

The five assessments required under HB5 are Algebra 1, English 1, English 2, Biology, and US History. Students must pass all five of these end-of-course assessments to be eligible to graduate from a Texas public high school. Students who are not successful on their first attempt will receive accelerated instruction and will have additional opportunities each school year to demonstrate satisfactory performance on that exam to meet the state's graduation requirements.

Students identified with a disability or as limited English Proficiency and served through Special Education, 504, or Bilingual / ESL education may meet the state's eligibility criteria for the specially designed STAAR exam. For details, please see your school counselor or an administrator.



ENDORSEMENTS

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Endorsements Plan Overview

This section of the Course Guide is designed to provide you with information about the Texas Foundation Endorsement Graduation Plan for the Class of 2018 and beyond. The graduation plan is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas workforce have encouraged career oriented training and certification at the high school level to help meet their growing demands.

Eighth graders are required to choose one of five endorsements as outlined in the graduation plan. The five endorsement areas are:

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

The earned Endorsement(s) will be reflected on the student's official transcript at the completion of their high school career.

How are the Endorsements organized?

Endorsements are organized into recommended Pathways (or coherent sequences of courses) by career clusters within each of the Endorsements. A career cluster is a grouping of occupations and broad industries based on commonalities.

These career clusters are part of the regional studies of workforce development that is designed to help students (and their parents) make informed education decisions. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the "relevance" of what they are learning.

The Programs of Study allow students to study a particular field in depth and help to facilitate a seamless transition from secondary to postsecondary opportunities.

Personal Graduation Plans

Taylor ISD believes that, in order to be self-sufficient as adults, all students will generally need at least two years of postsecondary education and/or training after high school. Taylor ISD also believes that students need guidance in preparing for the world of work and encourages students (with guardian help) to begin creating their employment "tool box" that is part of a six-year plan for high school and at least two years beyond. All eighth graders will complete a draft Personal Graduation Plan in [Xello](#) which guardians will review, edit, and approve during a spring semester counselor meeting. This plan will be reviewed and updated annually with a counselor during the course selection process.

The Xello Personal Graduation Plan includes the following elements:

- [Career Interest Profile](#) - Texas Career Check, additional resources from Texas Workforce Commission available [here](#)
- Goal setting for career and postsecondary training based on career interest profile
- Pathways to Endorsement selection - select based on a program of study that aligns to the student's career goal
- [Course Planner Updates and Links](#) - details course selections for each grade level by subject areas and tracks credits earned
- Performance Acknowledgements - goals for demonstrating outstanding performance
- Career, College, and Military Readiness (CCMR) Indicators - performance goals aligned to student's career goal
- Distinguished Level of Achievement - acknowledgement of intent to pursue 26 credits + endorsement

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Guardians are encouraged to use the features available in Xello to assist students in exploring careers and postsecondary training options, developing their Personal Graduation Plan, and preparing for the required counselor meeting.

Tips to help you prepare for the meeting:

- Use this Course Guide to help your student learn more about available programs of study and courses
- Log into Xello to review your student's Personal Graduation Plan and Course Plan, which details the student's course selections and course history
- Attend scheduled meeting with your student and Taylor ISD counselor, bring a list of any questions you may have

Personal Graduation Planning for high school and beyond should be thought of as an ongoing process; it is normal for a student to change their plan as new opportunities develop or roadblocks arise. Planning is extremely helpful in putting high school life in perspective, looking at the future and exploring options after high school.

While it may seem early to be performing a career search and choosing a career while in high school it is the key to helping determine:

- What sort of debt is worth undertaking for future education/training?
- What sort of post-secondary education might best fit your needs?
- What are the postsecondary options?
- What program of study and electives to take in high school as part of your graduation plan?

Results from the [Texas Career Check Interest Profiler](#) will provide information about:

- wage earning potential,
- postsecondary training and skill requirements, and
- career outlook data (in-demand, fast growth)

Your involvement in the process of helping your student prepare for high school is critical. We hope this Course Guide will be a valuable resource in creating your student's Personal Graduation Plan!

Programs of Study

All Texas students who entered high school in the 2014–2015 school year or after will graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area. Students in the Taylor Independent School District select their Endorsement in their 8th-grade year during the career planning/course selection process. In middle school, students complete a series of career interest lessons and inventories in Xello to narrow their career interests, which in turn helps them select an endorsement.

Taylor ISD Endorsements & Programs of Study

STEM

- Engineering
- Computer Science
- Math
- Science
- Cybersecurity

Business & Industry

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, Audio / Video, and Communications
- Business, Marketing, & Finance
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, & Logistics
- English - Journalism & Debate

Public Service

- Education & Training
- Health Science
- Human Services
- Law, Public Safety, Corrections, & Security

Arts & Humanities

- Visual Art (drawing, painting, sculpture, ceramics, & digital art)
- Music (band, choir, & orchestra)
- Theatre (theatre, technical theatre, & theatre production)
- Dance
- World Language
- Social Studies

Multidisciplinary Studies

- 4x4
- Advanced Coursework
- AP/Dual Credit Coursework

ARTS & HUMANITIES ENDORSEMENT

Arts & Humanities

- Five Social Studies courses
- LOTE (1 Language)
 - Four levels of the same language in a language other than English (Example: four years of Spanish (Spanish I, II, III, and IV))
- LOTE American Sign Language
 - Four levels of American Sign Language.

LOTE 2X2 (2 Language)

- Year one and two from two different languages other than English
- Fine Arts
 - A coherent sequence of four credits from one discipline in fine arts (i.e. Theatre I-IV)
 - Four credits from two different subjects in fine arts



A student must chose an endorsement they plan to earn upon entering the 9th Grade.

Students may earn more than one endorsement.

Students may change their endorsement; however they must submit their request in writing.

Students must earn a minimum of 26 credits to earn an endorsement.

FOUNDATION PLAN WITH ENDORSEMENT

English = 4
Math = 4
Science = 4
Social Studies = 3
LOTE = 2
PE = 1
Speech = .5
Health =.5
Fine Arts = 1
Endorsement Credits = 4
Electives = 2
Total = 26

BUSINESS AND INDUSTRY ENDORSEMENT

BUSINESS AND INDUSTRY

Coursework must include

- Four English credits
- Coherent sequence of four or more CTE credits - two courses in the same career cluster plus one advanced CTE course.
 - Agriculture, Food, and Natural Resources
 - Architecture and Construction
 - Arts, AV Technology, and Communications
 - Business, Marketing, and Finance
 - Hospitality and Tourism
 - Transportation, Distribution, and Logistics
 - Manufacturing
 - Information Technology
- Four credits in a coherent sequence in Journalism



Use an endorsement they are earning when entering the 9th Grade.

Students may earn more than one endorsement.

Students may change their endorsement; however they must submit their request in writing.

Students must earn a minimum of 26 credits to earn an endorsement.

FOUNDATION PLAN WITH ENDORSEMENT

English = 4
Math = 4
Science = 4
Social Studies = 3
LOTE = 2
PE = 1
Speech = .5
Health = .5
Fine Arts = 1
Endorsement Credits = 4
Electives = 2
Total = 26

MULTIDISCIPLINARY ENDORSEMENT

MULTIDISCIPLINARY

Coursework must include

- Core 4x4 - English, Math, Science, and Social Studies
 - Must include English IV, Chemistry, and/or Physics
- Four credits in Advanced Placement or Dual Credit selected from English, Math, Science, Social Studies, Economics, LOTE, or Fine Arts.
- Career/Post-Secondary
 - Four advanced courses that prepare a student to enter the workforce successfully or post-secondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence



A student must chose an endorsement they plan to earn upon entering the 9th Grade.

Students may earn more than one endorsement.

Students may change their endorsement; however they must submit their request in writing.

Students must earn a minimum of 26 credits to earn an endorsement.

FOUNDATION PLAN WITH ENDORSEMENT

| |
|-------------------------|
| English = 4 |
| Math = 4 |
| Science = 4 |
| Social Studies = 3 |
| LOTE = 2 |
| PE = 1 |
| Speech = .5 |
| Health =.5 |
| Fine Arts = 1 |
| Endorsement Credits = 4 |
| Electives = 2 |
| Total = 26 |

PUBLIC SERVICE ENDORSEMENT

PUBLIC SERVICE

Coursework must include

- Coherent sequence of four or more CTE credits - two courses in the same career cluster plus one advanced CTE course.
 - Education and Training
 - Health Science
 - Human Services



A student must choose an endorsement they plan to earn upon entering the 9th Grade.

Students may earn more than one endorsement.

Students may change their endorsement; however they must submit their request in writing.

Students must earn a minimum of 26 credits to earn an endorsement.

FOUNDATION PLAN WITH ENDORSEMENT

| |
|-------------------------|
| English = 4 |
| Math = 4 |
| Science = 4 |
| Social Studies = 3 |
| LOTE = 2 |
| PE = 1 |
| Speech = .5 |
| Health = .5 |
| Fine Arts = 1 |
| Endorsement Credits = 4 |
| Electives = 2 |
| Total = 26 |

STEM ENDORSEMENT

STEM

Coursework must include

- Algebra II, Chemistry, and Physics
- Coherent sequence of 4 or more CTE credits with 2 courses in the same career cluster plus one advanced CTE course. For example:
 - Engineering
 - Programming & Software Development
- 5 credits in Math including Algebra I, Geometry and Algebra II and courses where Algebra II is the prerequisite.
- 5 credits in Science with Biology, Chemistry and Physics
- Algebra II, Chemistry, and Physics plus 3 additional credits from no more than 2 of the areas: CTE, Computer Science, Mathematics, and/or Science



A student must choose an endorsement they plan to earn upon entering the 9th Grade.

Students may earn more than one endorsement.

Students may change their endorsement; however they must submit their request in writing.

Students must earn a minimum of 26 credits to earn an endorsement.

FOUNDATION PLAN WITH ENDORSEMENT

| | |
|---------------------|-------------|
| English | = 4 |
| Math | = 4 |
| Science | = 4 |
| Social Studies | = 3 |
| LOTE | = 2 |
| PE | = 1 |
| Speech | = .5 |
| Health | = .5 |
| Fine Arts | = 1 |
| Endorsement Credits | = 4 |
| Electives | = 2 |
| Total | = 26 |

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Endorsements: Frequently Asked Questions

What is an endorsement?

An endorsement is a set of courses that allows students to learn more about a particular subject or career area. When a student selects an endorsement, he/she will be required to complete a coherent sequence of credits to earn credit toward graduation. Many endorsement pathways provide students the opportunity to earn industry certifications or licenses that will allow them to enter the workforce directly as well as help prepare them for college-level work.

Does a student have to select an endorsement?

Yes. Students must select an endorsement, in writing, upon entering their freshman year. Students in TISD select their endorsement in 8th grade during the annual course selection period.

Is there a way for students to opt out of choosing an endorsement?

A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's opportunity to continue their education after high school.

Can a student earn more than one endorsement?

Yes. A student may earn multiple endorsements.

Once I begin a program of study, can I change it?

While a student may change their program of study depending on the parent, counselor, and administrator's approval, the end goal is for all students to complete at least one program of study to earn their endorsement. This requires at least 3 courses of related work for at least 4 credit hours. The more often students change their program of study, the more likely it becomes that they will not complete their required coursework.

Can a student change their declared endorsement?

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

How do students know which endorsement is best for them?

There are many inventories available for students to take including the Map My Grad and the Interest Inventory in Xello. Students may also research career interests in Xello to learn more about their areas of interest or strength. It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider:

- *What are the student's interests and goals?*
- *What job does he/ she want to start preparing for?*
- *Does the student want to go to college?*
- *Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)*

What if my student does not know which endorsement he/ she wants?

If a student is undecided or unsure of which endorsement he/she wants, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce. Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.

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Taylor ISD Approved Program of Study Course Sequences

Based on the Foundation High School Program, programs of study within a career cluster are intended to provide a helpful guide for the career-related electives in high school that will help prepare students for their career goals. This document is designed for students, parents, counselors, teachers, and administrators to make informed choices about the intended sequences for courses, the required courses for endorsements, and the recommended related courses to take.

| Endorsement | Program of Study | Required Coursework | | | |
|---|---|--|---|--|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 |
| Business and Industry | Animal Science | Principles of Agriculture, Food, & Natural Resources | Equine Science AND Small Animal Management | Livestock Production OR Veterinary Medical App | Advanced Animal Science (4th science) |
| Business & Industry | Automotive | Principles of Transportation Systems | Automotive Basics | Automotive Technology 1 | Automotive Technology 2 OR Career Preparation 1 |
| Business and Industry | Business Management | Business Information Management I | Business Information Management II | Business Management | Practicum in Business Management Or Career Preparation |
| Business and Industry | Culinary Arts | Introduction to Culinary Arts | Culinary Arts | Advanced Culinary Arts AND Food Science | Practicum in Culinary Arts OR Career Preparation 1 |
| Science, Technology, Engineering, & Math (STEM) | Cybersecurity | Foundations of Computer Science | Computer Science 1 | AP Computer Science A OR AP Computer Science Principles | Practicum in STEM OR Career Preparation 1 |
| Science, Technology, Engineering, & Math (STEM) | Cybersecurity (Dual Credit - TSTC) | Foundations of Computer Science | Computer Science 1 | Personal Computer Hardware AND Fundamentals of Networking | Implementing & Supporting Servers AND Secure Linux Administration |
| Business & Industry | Diesel & Heavy Equipment | Principles of Transportation Systems | Diesel Equipment Technology 1 | Diesel Equipment Technology 2 | Practicum in Transportation Systems (Coming 25 - 26) OR Career Preparation 1 |
| Business and Industry | Digital Communication | Principles of Arts, A/V Technology, & Communication | Audio / Visual Production 1 | Audio / Visual Production 2 | Practicum of A/V Production |
| Business and Industry | Design & Multimedia Arts | Principles of Arts, A/V Technology, & Communication | Commercial Photography 1 OR Graphic Design 1 | Commercial Photography 1 OR Graphic Design 2 | Practicum in Commercial Photography OR Practicum in Graphic Design |

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| | | | | | |
|---|---|---|---|---|--|
| Science, Technology, Engineering, & Math (STEM) | Engineering | Principles of Applied Engineering | Engineering Design and Presentation 1 | Engineering Design and Presentation 2 | Engineering Design and Problem Solving OR Practicum in STEM |
| Public Service | Exercise Science & Wellness | Principles of Exercise Science & Wellness | Kinesiology 1 | Anatomy and Physiology AND Kinesiology 2 | Practicum in Entrepreneurship OR Career Preparation 1 |
| Arts & Humanities | Fine Arts | Art, Band, Choir, Dance, Drill Team, or Theatre 1 | Art, Band, Choir, Dance, Drill Team, or Theatre 2 | Art, Band, Choir, Dance, Drill Team, or Theatre 3 | Art, Band, Choir, Dance, Drill Team, or Theatre 4 |
| Public Service | Healthcare Therapeutic | Principles of Health Science | Medical Terminology | Health Science Theory AND Anatomy & Physiology | Practicum in Health Science |
| Science, Technology, Engineering, & Math (STEM) | Mathematics | 5 total mathematics credits: 3 credits from Algebra 1, Geometry, Algebra 2; 2 additional credits from advanced course offerings | | | |
| Business and Industry | Plant Science | Principles of Agriculture, Food, & Natural Resources | Floral Design 1 | Advanced Floral Design | Advanced Plant & Soil Science (4th Science) AND Practicum in AFNR |
| Business and Industry | Plumbing & Pipefitting | Introduction to Welding | Plumbing Technology 1 | Plumbing Technology 2 | Career Preparation 1 |
| Science, Technology, Engineering, & Math (STEM) | Programming & Software Development | Fundamentals of Computer Science | Computer Science 1 | AP Computer Science A OR Computer Science 2 | Computer Science 3 OR Practicum in STEM |
| Science, Technology, Engineering, & Math (STEM) | Science | 5 total science credits: 3 credits from Biology, Chemistry, & Physics. 2 additional credits from advanced course offerings | | | |
| Arts & Humanities | Social Studies | World Geography | World History | US History | Government / Economics AND Sociology / Psychology |
| Business and Industry | Welding | Introduction to Welding | Welding 1 | Welding 2 | Practicum in Manufacturing OR Career Preparation I |
| Business and Industry | Welding (Dual Credit - TSTC) | Introduction to Welding | Welding 1 | Blueprint Reading AND Intro to Welding in Multiple Processes | Intro to Shield Metal ARC Welding AND Technical Calculations |
| Arts & Humanities | World Languages | Spanish 1 OR ASL 1 | Spanish 2 OR ASL 2 | Spanish 3 OR ASL 3 | Spanish 4 (AP Spanish) OR ASL 4 |

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| Multidisciplinary | Advanced Coursework | 4 credits from Advanced Placement coursework OR 4 credits from Dual Credit coursework |
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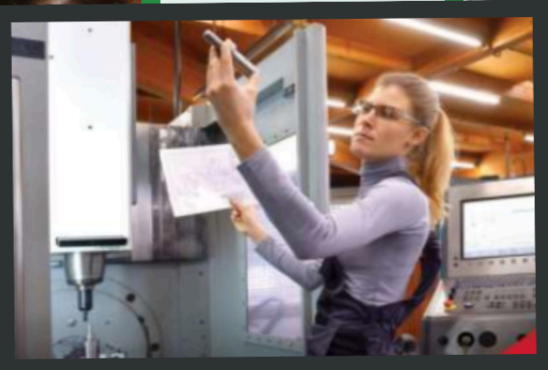


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- Work-Based learning with industry partners
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COURSE DESCRIPTIONS

Section 4 - Core Course Offerings & Descriptions

Understanding Your Course Guide

Within this section of the course guide, you will find a variety of information. The graphic below will help understand the information presented so families can make the most informed decisions regarding their course selections for the upcoming academic year.

The image shows a sample course entry for English I. The entry is a horizontal bar with the following information: **0111 English I** (A, B), **9** (E), **03220100** (F), **Length of Course: Year** (G), **Credit: 1** (H), **(ENG 1)** (C), and **ENGL** (D). Below the bar, there are three lines of text: **Prerequisite(s): None** (I), **Fee Required: No** (K), and a **Description** (J) which reads: "English I students increase and refine their communication and literary skills by engaging in meaningful activities in five key areas. Reading: Students read a wide variety of literary and informative texts. Writing: Students compose a variety of well-organized and detailed texts. Listening and Speaking: Students listen to others and contribute their own ideas in groups. Oral and Written Conventions: Students learn and apply the standards of English in speaking and writing."

- A - Course Number** - This identifies the unique course number utilized by Taylor High School to schedule students into individual courses on their schedule.
- B - Course Long Name** - This identifies the name, both formal and informal, utilized by Taylor High School. This is the name that will appear on students' schedules.
- C - Course Short Name** - This identifies the abbreviated version of the course name that will appear on a student's transcript.
- D - Course Category** - This identifies the section of the transcript that each individual course will appear.
- E - Grade Level** - This number indicates the *suggested* grade level students should take each course. Students outside of this grade level may enroll in these courses but could impact their overall course completion timeline.
- F - State Identification Number** - This number identifies the unique code given to each course by the state of Texas.
- G - Course Length** - This will indicate whether a course is a semester-long course or a year-long course. If a student chooses a semester course, a subsequent semester course will also need to be selected to complete a full year of learning.
- H - Credits** - This number indicates the credit students will be awarded for successfully completing a course with passing grades and sufficient attendance. Typically, semester courses award 0.5 credit, and a full year course awards 1 credit.
- I - Prerequisite(s)** - Any required coursework or test scores needed to take a course will be listed here.
- J - Description** - A detailed description of each course is provided here.



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English Language Arts Courses

| English Language Arts Courses | | | | | |
|---|---------------------------|----------|-------------------------------|-------------------------|--|
| 101 | English 1 | | | (ENG 1) | ENGLISH |
| 9 | | 03220100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author’s purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.</p> | | | | | |
| 101H | English 1 - Honors | | | (ENG 1) | ENGLISH |
| 9 | | 03220100 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: The English 1 - Honors course focuses on the same strands as English I on-level (see above), but also emphasizes advanced reading, analytical reasoning skills, and writing for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website.</p> | | | | | |
| 102 | English 2 | | | (ENG 2) | ENGLISH |
| 10 | | 03220200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of English 1 is recommended. | | | | Fee Required: No | |
| <p>Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author’s purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.</p> | | | | | |
| 102H | English 2 - Honors | | | (ENG 2) | ENGLISH |
| 10 | | 03220200 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of English 1 is recommended. | | | | Fee Required: No | |
| <p>Description: The English 2 - Honors course focuses on the same strands as English II on-level (see above), but also emphasizes advanced reading, analytical reasoning skills, and writing to prepare for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website.</p> | | | | | |
| 103 | English 3 | | | (ENG3) | ENGLISH |
| 11 | | 03220300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |

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|--|---|----------|-------------------------------|--------------------------------------|--|
| Prerequisite(s): Successful completion of English 2 is recommended. | | | | Fee Required: No | |
| Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author’s purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts. | | | | | |
| 103A | English 3 AP (AP English Language & Composition) | | | APENGLANG | ENGLISH |
| 11 | | A3220100 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Successful completion of English 2 - Honors, successful of the STAAR ELA exam for English 1 and 2, and successful completion of summer reading and writing assignments. | | | | Fee Required: No | |
| Description: This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions authors make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course aligns with an introductory college-level rhetoric and writing curriculum and serves as preparation for the successful completion of the AP Exam in May. As in the college course, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Summer reading may be required and will be posted on the district website in the spring. | | | | | |
| 103D | English 3 Dual Credit (Temple College ENGL-1301 & ENGL-1302) | | | ENG 3 | ENGLISH |
| 11 | | A3220100 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced level English 3 course is for college credit as well as high school credit. It focuses on the student’s ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of the writing. Successful completion of this course will provide students with college-level ENGL-1301 English Composition 101 and ENGL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the “Dual Credit” sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 104 | English 4 | | | ENG4 | ENGLISH |
| 12 | | 03220400 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of English 3 is recommended. | | | | Fee Required: No | |
| Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author’s purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts. | | | | | |
| 104A | AP English 4 (AP English Literature & Composition) | | | APENGLIT | ENGLISH |
| 12 | | A3220200 | Length of Course: Year | Credit: 1 | Weight: Level 3 |

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| | | | | | Count for Rank? Yes |
| Prerequisite(s): Successful completion of English 2 - Honors, successful completion of AP English 3, successful of the STAAR ELA exam for English 1 and 2, and successful completion of summer reading and writing assignments. | | | | Fee Required: No | |
| Description: The AP English Literature and Composition Course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama), from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure for an audience. As they read, students consider a work's structure, style, and theme, as well as its use of figurative language, imagery, and symbolism. Writing assignments include informational, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns with an introductory college-level literature and writing curriculum. As in the college course, students should be able to read and comprehend college-level text and write grammatically correct, complete sentences. Summer reading may be required. Reading lists are posted each spring on the district website. | | | | | |
| 104D | English 4 Dual Credit (Temple College ENGL-2327 & ENGL-2322) | | | ENG4 | ENGLISH |
| 12 | | 03220400 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: No | |
| Description: This advanced level English IV course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college-level ENGL-2327 American Literature and ENGL-2322 British Literature which are accepted at most Texas colleges and universities. Check your college/university transcript equivalency guide, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply. | | | | | |

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Mathematics Courses

| Mathematics Courses | | | | | |
|---|---------------------------------------|----------|-------------------------------|-------------------------|--|
| 231R | Algebra 1 | | | ALG1 | MATH |
| 9 | | 03100500 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: This course serves as the foundation for all subsequent mathematics courses. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degrees one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.</p> | | | | | |
| 251R | Geometry | | | GEOM | MATH |
| 9 - 10 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 | | | | Fee Required: No | |
| <p>Description: In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs, students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straightedge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education.</p> | | | | | |
| 251R | Geometry - Honors | | | GEOM | MATH |
| 9 - 10 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1, successful completion of the Algebra 1 EOC, and successful completion of a summer assignment. | | | | Fee Required: No | |
| <p>Description: In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs, students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straightedge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education. In Honors Geometry, students will extend their work with proofs to include additional theorems and alternative proof approaches. This course is intended to prepare students for AP-level coursework.</p> | | | | | |
| 255R | Math Models & Applications | | | MTHMOD | MATH |
| 10 | | 03102400 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 | | | | Fee Required: No | |
| <p>Description: In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems. Students will model and solve real-life problems involving money, data, chance, patterns, music, design, and</p> | | | | | |

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| science. Students will use a variety of representations, tools, and technology to link modeling techniques with mathematical concepts to solve applied problems. **Math Models can NOT be taken after Algebra 2** | | | | | |
| 232R | Algebra 2 | | | ALG2 | MATH |
| 10 - 11 | | 03100600 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 and Geometry / Math Models. | | | | Fee Required: No | |
| Description: This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra 2 is the required prerequisite for many fourth-year math courses. Algebra 2 is a required course for students pursuing the Distinguished High School Graduation Plan | | | | | |
| 232P | On - Ramps Algebra 2 (Dual Enrollment Course) | | | ALG2 | MATH |
| 10 - 11 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 & Geometry | | | | Fee Required: No | |
| Description: This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. AAC Algebra II will include a focus on functional analysis to align with the College and Career Readiness Standards. The intent of this course is to prepare students for AP-level coursework. Algebra II is the required prerequisite for many fourth-year math courses. | | | | | |
| 722R | Financial Mathematics | | | FINMATH | MATH |
| 10 - 12 | | 13018000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 | | | | Fee Required: No | |
| Description: Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. | | | | | |
| 256D | Dual Credit College Algebra (Temple College MATH-1314) | | | INSTUMTH | MATH |
| 11 - 12 | | 03102500 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: The first semester of this course is designed to strengthen Algebraic, geometric, and statistical reasoning. Its focus will be on Algebra, geometry, and statistical concepts that relate to success in higher-level mathematics. These concepts include foundational algebra skills, functions, and their graphs, systems of equations, trigonometry, probability, and statistics. Successful completion of this course will provide students with college-level MATH-1314 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 261R | Pre-Calculus | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |

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| | | | | | Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1, Geometry, & Algebra 2. Above standard Algebra 1 STAAR EOC score | | | | Fee Required: No | |
| Description: This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Pre-calculus is the preparation for calculus. | | | | | |
| 261H | On - Ramps Pre-Calculus (Dual Enrollment Course) | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1, Honors Geometry, & Honors Algebra 2. An average of 85 or higher in Honors Algebra 2. Above standard Algebra 1 STAAR EOC score | | | | Fee Required: No | |
| Description: This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of pre-calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Pre-Calculus is the preparation for calculus. Honors Pre-Calculus focuses on comparisons among functions and includes additional topics such as an introduction to limits. This introduction will lay the foundation for success in AP Calculus. | | | | | |
| 261D | Pre-Calculus Dual Credit (Temple College MATH-2412) | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Dual Credit MATH-1314 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: The content of this second-semester course will provide the student with college level MATH-1314/ College Algebra which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Successful completion of this course will provide students with college-level MATH-2412 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. NOTE: Students cannot take Pre-Calculus after this course due to the content overlap. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 266L | On - Ramps Statistics (Dual Enrollment Course) | | | APSTAT | MATH |
| 11 - 12 | | A3100200 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1, Honors Geometry, & Honors Algebra 2. Above standard Algebra 1 STAAR EOC score. Successful completion of a summer assignment. | | | | Fee Required: No | |
| Description: This course offers students the opportunity to receive college credit for an introductory statistics course. The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The focus of this course is preparation for the successful completion of the AP Exam in May. | | | | | |
| 263A | AP Calculus AB | | | APCALCAB | MATH |
| 11 - 12 | | A3100101 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |

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| Prerequisite(s): Successful completion of Honors Pre-Calculus with an 85 average or higher. Above standard Algebra 1 STAAR EOC score. Successful completion of a summer assignment. | | | | Fee Required: No | |
| Description: This is an advanced placement course in mathematics. This course includes applications of limits and derivatives; integration; special functions; infinite series. It is an introductory course with elementary functions. It generally provides the avenue for a student to advance place in one semester of calculus in college. The focus of this course is preparation for the successful completion of the AP Exam in May. Students have two options when selecting a Calculus class. They are advised to take a Calculus course in which they will be challenged and yet will perform successfully. Students may not take Calculus AB followed by Calculus BC. | | | | | |
| 268D | Dual Credit Calculus 1 & 2 (Temple College MATH-2413 & MATH-2414) | | | INSTMH3 | MATH |
| 12 | | 03102501 | Length of Course: Year | Credit: 2 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Dual Credit MATH-2412 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This is a college-level calculus math course. This course includes applications of limits and derivatives; integration; special functions; infinite series. It is an introductory course with elementary functions. Successful completion of this course will provide students with college-level MATH-2413 (and do a second box for MATH-2414) which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 202R | College Prep Mathematics | | | CPMATH | MATH |
| 12 | | CP111200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Teacher Recommendation Only | | | | Fee Required: No | |
| Description: This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. | | | | | |
| 266R | Statistics & Business Decision Making | | | STATBDM | MATH |
| 12 | | 13016900 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. | | | | | |

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| Science Courses | | | | | |
|---|--|----------|------------------------|------------------|--|
| 321R | Biology | | | BIO | SCI |
| 9 - 10 | | 03010200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Biology is the study of life. This course includes the study of the structures and functions of cells and viruses, metabolism and energy transformations in living organisms, comparative survey of life processes, diversity of life, nucleic acids and genetics, and the interdependence of organisms and their environment. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory.</p> | | | | | |
| 321H | Biology - Honors | | | BIO | SCI |
| 9 - 10 | | 03010200 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: This course is for students who are highly motivated and interested in a rigorous science program. Honors Biology covers the Biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for the extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. Honors Biology will include content and skill developed to prepare students to take AP Biology</p> | | | | | |
| 321A | AP Biology | | | APBIO | SCI |
| 11 - 12 | | A3010200 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Biology | | | | Fee Required: No | |
| <p>Description: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Laboratory experience is heavily emphasized and is designed to familiarize the students with some of the most recent techniques and processes currently used in scientific research. Laboratory work has an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course requires a two-hour lab one evening per week. The focus of this course is preparation for successful completion of the AP Exam in May.</p> | | | | | |
| 311R | IPC (<i>Integrated Physics & Chemistry</i>) | | | IPC | SCI |
| 9 - 11 | | 03060201 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: IPC integrates the disciplines of physics and chemistry in topics such as force, motion, energy, and matter. The use of technology and laboratory investigations is a primary focus in instruction. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab. **Students may not register for IPC after receiving credit for Chemistry or Physics.**</p> | | | | | |
| 341R | Chemistry | | | CHEM | SCI |

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| 10 - 12 | | 0304000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1. One credit of high-school science. | | | | Fee Required: No | |
| Description: In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate and apply critical thinking skills to understand how chemistry is an integral part of our daily lives. | | | | | |
| 341H | Chemistry - Honors | | | CHEM | MATH |
| 10 - 12 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1. One credit of high-school science. | | | | Fee Required: No | |
| Description: This course is for students who are highly motivated and interested in a rigorous science program. Honors Chemistry covers the Chemistry curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for the extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. Honors Chemistry will include content and skill development to prepare students for AP Chemistry. | | | | | |
| 353R | Earth and Space Science | | | ESS | SCI |
| 11 - 12 | | 03060200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course is designed to promote scientific literacy, understanding, and experimentation in the field of Earth and Space Science. This course provides an opportunity for students to learn about three aspects of Earth: Earth in space and time, solid Earth, and fluid Earth. Students will study the history of the origin, evolution, and properties of Earth and Space including earth systems, planetary systems, and the impact natural and human activities have on these systems. Students will use a variety of resources and laboratory equipment to investigate, analyze and research scientific principles related to these topics. These resources include computer applications, GIS, GPS, telescopes, satellite imagery, remote sensing data, image and video libraries, weather stations, fossil and rock kits, globes, and various models. This is a capstone course designed to build on students' prior scientific knowledge and skills to develop an understanding of Earth's system in space and time. | | | | | |
| 351R | Physics | | | PHYSICS | SCI |
| 11 - 12 | | 03050000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Credit or concurrent enrollment in Algebra 2 OR teacher approval. | | | | Fee Required: No | |
| Description: In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. | | | | | |
| 350A | AP Physics 1 | | | APPHYS1 | SCI |
| 11 - 12 | | A3050003 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |

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| Prerequisite(s): Credit or concurrent enrollment in Precalculus OR teacher approval. | | | | Fee Required: No | |
| <p>Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra is required to fully understand the basic principles and the ability to apply these principles in the solution of problems through inquiry. At many colleges, this is a semester course including a laboratory component, which often provides a foundation in physics for students in life sciences, pre-medicine, and some applied sciences, as well as other fields not related to science. Hands-on laboratory work with an emphasis on inquiry-based investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Laboratory investigations utilize computer applications when possible. The focus of this course is preparation for the successful completion of the AP Physics I Exam in May.</p> | | | | | |
| 352A | AP Physics C - Mechanics, Electricity, & Magnetism | | | APPHYSC | SCI |
| 12 | | A3050006 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Credit or concurrent enrollment in Calculus OR teacher approval. | | | | Fee Required: No | |
| <p>Description: The AP Physics C course expands on concepts presented in AP Physics I and II. AP Physics C: Mechanics is taught prior to AP Physics C: Electricity and Magnetism. AP Physics C: Mechanics course explores topics such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course. AP Physics C: Electricity and Magnetism course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. These AP Physics C courses are each equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Laboratory investigations utilize computer applications when possible. Methods of calculus are used wherever appropriate in formulating physical Earth principles and in applying them to physical problems. The AP Physics C exam is unique in the fact that it is administered as two separate one-and-one-half-hour exams; one in mechanics and the other in electricity and magnetism. This course requires a two-hour lab one evening per week. The focus of this course is preparation for the successful completion of both AP Exams in May.</p> | | | | | |
| 324R | Anatomy & Physiology | | | ANATPHYS | SCI |
| 11 - 12 | | 13020600 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Biology & Chemistry | | | | Fee Required: No | |
| <p>Description: Anatomy and Physiology extends a student's knowledge and understanding of the human body with respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena and is recommended for students interested in medically-related careers.</p> | | | | | |
| 623R | Advanced Animal Science | | | ADVANSKI | SCI |
| 11 - 12 | | 13000700 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Biology AND Chemistry or IPC. Successful completion of Algebra 1 AND Geometry. Successful completion of Livestock Production. | | | | Fee Required: No | |
| <p>Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences.</p> | | | | | |
| 845R | Food Science | | | FOODSCI | SCI |
| 11 - 12 | | 13023000 | Length of Course: Year | Credit: 1 | Weight: Level 1 |

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| | | | | | Count for Rank? Yes |
| Prerequisite(s): Successful completion of 3 high school science courses, including Chemistry AND Biology. | | | | Fee Required: No | |
| Description: In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. | | | | | |
| 302A | AP Environmental Systems | | | ESCIAP | SCI |
| 11 - 12 | | A3020000 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1, Biology, and Chemistry. | | | | Fee Required: No | |
| Description: This course is designed to be the equivalent of a one - semester introductory college course in environmental science. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several unifying themes that cut across topics. The following are the six course themes for this course - (1) science is a process, (2) energy conversions underlie all ecological processes, (3) the Earth itself is one interconnected system, (4) humans alter natural systems, (5) environmental problems have a cultural and social context, and (6) human survival depends on developing practices that will achieve sustainable systems. There will be a heavy emphasis on laboratory investigation as well as conceptual problem solving. | | | | | |

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Social Studies Courses

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|---|---------------------------------|----------|-------------------------------|-------------------------|--|
| 414R | World Geography | | | WORLDGEO | SS |
| 9 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with an emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.</p> | | | | | |
| 414H | World Geography - Honors | | | WORLDGEO | SS |
| 9 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Honors World Geography classes will cover all World Geography TEKS objectives (see above) and other topics such as urban geography, environment, globalization, and demographic studies. Students will read case studies and develop critical thinking and writing skills necessary for success in future social studies Advanced Placement exams. Outside reading and independent learning will also be required.</p> | | | | | |
| 411R | World History | | | WORLDHIST | SS |
| 10 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.</p> | | | | | |
| 411A | AP World History: Modern | | | APWHIST | SS |
| 10 | | 03060201 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and</p> | | | | | |

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| consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are expected to write for the purposes of interpretation and analysis. The focus of this course is preparation for the successful completion of the AP Exam in May. | | | | | |
| 401R | United States History | | | USHIST | SS |
| 11 | | 03340100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. | | | | | |
| 401A | AP United States History | | | APUSHIST | SS |
| 11 - 12 | | A3340100 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This Advanced Placement course involves students in a survey of America's history from the colonial period to the present day. Students read extensively from primary and secondary sources, analyze issues and events, and prepare oral and written presentations and projects based on individual and group research. The focus of this course is preparation for the successful completion of the AP Exam in May. | | | | | |
| 401D & 436D | Dual Credit United States History (Temple College 1301 & 1302) | | | USHIST | SS |
| 11 - 12 | | A3340100 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance Corequisite(s): Students must enroll in 401D AND 436D to earn a full credit of US History. | | | | Fee Required: Yes - Textbooks | |
| Description: This course offers the opportunity for students to receive high school and college credit in U.S. History. It is a rigorous program taught at the college level and a study from the colonial period through current U.S. History. Successful completion of this course will provide students with college-level HIST-1301 U.S. History to 1877 and HIST- 1302 U.S. History 1877 to Present which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 421R | United States Government | | | GOVT | SS |
| 12 | | 3330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: In this course, students learn major political ideas and forms of government in history. A significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. | | | | | |

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| Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue. | | | | | |
| 421A | AP American Government & Politics | | | APGOVT | SS |
| 12 | | A3330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Students participate in an in-depth analysis of concepts, issues, and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil rights, civil liberties, and activities of various governmental agencies are examined and evaluated. The focus of this course is preparation for the successful completion of the AP exam in May. | | | | | |
| 421D | US Government - Dual Credit (<i>Temple College 2305</i>) | | | GOVT | SS |
| 12 | | 03330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced-level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college-level GOVT2305 American National Government which is accepted at most Texas colleges and universities, as well as many-out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 431R | Economics | | | ECON | SS |
| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course emphasizes the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, governments, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues. | | | | | |
| 431A | AP Macroeconomics | | | APMACECO | SS |
| 12 | | A3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Students are engaged in a comprehensive exploration of economics and the free enterprise system which involves problem-solving and analysis of macroeconomic principles. The completion of group and individual projects, presentations, and outside readings is expected of students in this course. The focus of this course is preparation for the successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective. | | | | | |
| 431D | Economics - Dual Credit (<i>Temple College 2301</i>) | | | ECON | SS |

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| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| <p>Description: This advanced-level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college-level ECON2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" section for more information. Community college enrollment requirements, deadlines, and fees may apply.</p> | | | | | |
| 431D | Economics - Dual Credit (<i>Temple College 2301</i>) | | | ECON | SS |
| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| <p>Description: This advanced-level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college-level ECON2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" section for more information. Community college enrollment requirements, deadlines, and fees may apply.</p> | | | | | |

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| Fine Arts Courses | | | | | |
|---|--------------------------------|-----------|-------------------------------|-------------------|---------------------------------------|
| 801R | Band | | | MUS1BAND | FINEART |
| 9 - 12 | | 03150100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: Yes | |
| <p>Description: The high school band is designed to be the culmination of the Taylor ISD band program. Heavy emphasis is placed on the importance of music as a performing art. The performance-oriented organization strives to provide aesthetic and creative outlets for individual as well as group expression. Areas that are brought out in the course of rehearsals include but are not limited to: the understanding of recreating an art form for the enjoyment of the listener and performer, the esprit-de-corps associated with being a member of a respected organization, self-discipline in the independence of individual study, and socio-cultural influences reflected through music. The high school band functions as a representative of Taylor ISD in school, community, region, and state activities. On occasion, the band will represent Taylor in various out-of-city/state functions. Students will concurrently earn 0.5 credits for the physical education requirement.</p> | | | | | |
| 801RC | Band - Color Guard | | | MUS1BAND | FINEART |
| 9 - 12 | | 03150100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None Corequisite: Students must enroll in a zero-hour course for participation. | | | | Fee Required: Yes | |
| <p>Description: Color Guard is a year-long course in which students learn the technical skills involved in flag, rifle, and saber choreography as well as expressive dance. The course will prepare students for performances and competitions with the marching band on the field and pep rallies in the fall semester. In the spring, students will prepare for and compete in Winter Guard, which is an indoor performance venue. In addition, students will have the opportunity to compete in a self-choreographed solo and ensemble contest as well as perform in a Spring Show.</p> | | | | | |
| 817R | Choir | | | CHOIR1 | FINEART |
| 9 - 12 | | 03150900 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: Yes | |
| <p>Description: The Choir is a beginning choir for students who are interested in learning to sing, read music, and perform in a group. There will also be opportunities for solo singing within this course. This course requires no previous experience in music. Students will be evaluated on an individual basis before being placed in this choir. The requirements for this course are working in class every day and attending a few performances outside of school hours.</p> | | | | | |
| 818R | Varsity Choir (Choir 2) | | | CHOIR2 | FINEART |
| 9 - 12 | | 031501000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Audition Required | | | | Fee Required: Yes | |
| <p>Description: The Varsity Choir is an auditioned mixed ensemble for students who are already comfortable singing in a choral setting. Previous music reading experience is required. This group will serve as the main group for contests and will focus mainly on scholastic and sacred choral music. This is a great opportunity for students who would like to compete in areas of performing arts as we learn how to become better musicians and performers.</p> | | | | | |
| 531R | Dance | | | DANCE1 | FINEART |
| 9 - 12 | | 03830100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |

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| | | | | | Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: This course is an introduction to all basic dance techniques (ballet, jazz, modern, contemporary and world dance) including vocabulary and principles of all dance forms. Group and individual projects through choreography and research are introduced. Students may earn up to one P.E. OR Fine Arts credit. **Please note: Appropriate dance attire is required for ALL dance classes.**</p> | | | | | |
| 635R | Art 1 (Fundamentals of Art) | | | ART1 | FINEART |
| 9 - 12 | | 03500100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: This course lays the basic foundation for learning art processes, procedures, theories, history, and art criticisms. The approach is experimental in the use of materials (drawing, painting, printmaking, ceramics, sculpture) but structured to provide students a strong foundation in design, process, and vocabulary.</p> | | | | | |
| 636R | Art 2 - Drawing 1 | | | ART2DRAW | FINEART |
| 10 - 12 | | 0350200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 1. | | | | Fee Required: No | |
| <p>Description: The course will continue to build up knowledge of art processes, procedures, theories, history, and art judgment. Students who take this course will use a variety of materials (drawing, painting, printmaking, sculpture) and are encouraged to make more in-depth choices about art-making. This course offers opportunities for visual perception, art expression, art appreciation, and art criticisms, as these are critical components of this course.</p> | | | | | |
| 637R | Art 2 - Ceramics 1 | | | ART2CERAM | FINEART |
| 10 - 12 | | 03500900 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 1. | | | | Fee Required: No | |
| <p>Description: Students will study design elements and principles of form and space while working with clay. They will explore various types of building techniques, the different processes of working with clay, and a myriad of surface treatments. This course offers opportunities for students to begin working through the artistic thinking process and finding their voice, as these are critical components of this course.</p> | | | | | |
| | Art 2 -Painting | | | ART2PATG | FINEART |
| 10 - 12 | | 03500600 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 1. | | | | Fee Required: No | |
| <p>Description: Art II, Painting I offers students who have successfully completed Art I an opportunity to extend their technical skills in a variety of painting styles and media. In-depth design problems encourage research of artworks of other artists and cultures and include experiences in abstract, non-objective, and realistic approaches. Students are taught studio habits and time management.</p> | | | | | |
| 638R | Art 3 - Drawing 2 | | | ART3DRAW | FINEART |
| 11 - 12 | | 0035003300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |

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| Prerequisite(s): Successful completion of Art 2 - Drawing 1 | | | | Fee Required: No | |
| Description: This course is designed for the student who desires further study in art. The continuation of artmaking techniques and content/meaning of artworks will be a focus, in addition to understanding the artistic thinking process and the studio habits of mind. | | | | | |
| 640R | Art 3 - Ceramics 2 | | | ART3CERAM | FINEART |
| 11 - 12 | | 003501800 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 2 - Ceramics 1 | | | | Fee Required: No | |
| Description: Students develop design skills that emphasize form and space in student/teacher choice of clay building techniques and surface treatments. They will continue to build on previously learned clay techniques while learning new techniques and focusing more on concepts. This course continues to offer opportunities for students to work through the artistic thinking process, and find their voice, as these are critical components of this course. | | | | | |
| 642R | Art 4 - Drawing 3 | | | ART4DRAW | FINEART |
| 12 | | 03500400 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 3 - Drawing 2 | | | | Fee Required: No | |
| Description: This course is designed for the student who desires further study in art but does not have the desire to submit a portfolio to the Advanced Placement Board. Emphasis will be placed on advanced art-making techniques and the content/meaning of artwork created. | | | | | |
| 641R | Art 4 - Ceramics 3 | | | ART4CERAM | FINEART |
| 12 | | 03502700 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 3 - Ceramics 2 | | | | Fee Required: No | |
| Description: Students continue to develop ceramic design skills that emphasize form, space, and design in student choice of techniques with a heavy emphasis on content and context. | | | | | |
| 641A | AP Studio Art (3 - D Art & Design) | | | AP3DDP | FINEART |
| 11 - 12 | | A3500500 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? No |
| Prerequisite(s): Successful completion of Art 2 - Ceramics 1 and Art 3 - Ceramics 2 are recommended prior to taking this course. | | | | Fee Required: No | |
| Description: AP 3-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 3-D design. AP 3D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of the year. Work focuses on the use of Elements and Principles of Art and Design, which include balance, repetition, relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work. | | | | | |
| 639A | AP Studio Art (2 - D Art & Design) | | | AP2DDP | FINEART |
| 11 - 12 | | A3500300 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? No |

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| Prerequisite(s): Successful completion of Art 2 - Drawing 1 and Art 3 - Drawing 2 are recommended prior to taking this course. | | | | Fee Required: No | |
| Description: AP 2-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 2-D design. AP 2D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of the year. Work focuses on the use of Elements and Principles of Art and Design, which include figure-ground relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work. | | | | | |
| 143R | Theatre Arts - Drama 1 | | | THEATRE1 | FINEART |
| 9 - 12 | | 03250100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work, and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Students are required to attend a live theatre performance during the school year. | | | | | |
| 144R | Theatre Arts - Drama 2 | | | THEATRE2 | FINEART |
| 10 - 12 | | 03250200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: Theatre Arts - Drama 2 is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed. Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year | | | | | |
| 145R | Theatre Arts - Drama 3 | | | THEATRE3 | FINEART |
| 10 - 12 | | 03250300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: Theatre Arts - Drama 3 is the study of advanced theatre techniques in design, lighting, costuming, acting, critique, directing, and auditioning skills. This is a production-oriented course. Students are required to attend a live theatre performance during the school year | | | | | |
| 146R | Theatre Arts - Drama 4 | | | THEATRE4 | FINEART |
| 10 - 12 | | 03250400 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: This course is designed for a student who is serious about theatre production. Students may write their own plays, direct scenes, and one-act plays for public performance, and study advanced lighting, acting/characterization, costuming, and makeup. Participation in extra-curricular productions is stressed. Students are required to attend a live theatre performance during the school year. | | | | | |
| 147R | Technical Theatre 1 | | | TH1TECH | FINEART |
| 9 - 12 | | 03250500 | Length of Course: Year | Credit: 1 | Weight: Level 1 |

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| | | | | | Count for Rank? No |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: Technical Theatre combines theories of design and stagecraft techniques with construction and operation of production elements including set construction, property management, lighting, sound, costumes, makeup, and public relations. Students are required to attend a live theatre performance during the school year. Time beyond the school day is expected. | | | | | |
| 147R | Technical Theatre 2 | | | TH2TECH | FINEART |
| 10 - 12 | | 03250600 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: This course is designed to give students an opportunity to build on skills learned in Technical Theatre I. They will do individual studies in the areas of lighting, costume construction and design, set design and construction, sound, makeup, props, and publicity. Students enrolled in this course will be expected to complete additional work beyond the regular school day. Students are required to attend a live theatre performance during the school year. | | | | | |

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Languages Other Than English (LOTE)

| | | | | | |
|--|---|----------|-------------------------------|-------------------------|--|
| 171R | Spanish 1 | | | SPAN1 | LOTE |
| 9 - 12 | | 03440100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: In Spanish 1, students will utilize communication skills such as reading, writing, listening, speaking, viewing and presenting to develop their knowledge and use of the Spanish language. Through the process, students will also gain knowledge of cultural practices and products in Spanish-speaking countries and develop an understanding of the nature of their own language. Students will be able to use Spanish both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate. | | | | | |
| 172R | Spanish 2 | | | SPAN2 | LOTE |
| 9 - 12 | | 03440200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Spanish 1 | | | | Fee Required: No | |
| Description: Engaging in activities that incorporate listening, speaking, reading, writing, viewing, and presenting, students will continue to develop their Spanish language skills building new content vocabulary and grammar, which is appropriate for the intermediate level of language learning. They will also continue to acquire a view of Hispanic culture and be able to use Spanish beyond the school setting through activities such as participating in cultural events and using technology to communicate. | | | | | |
| 173R | Spanish 3 - Honors | | | SPAN3 | LOTE |
| 10 - 12 | | 03440300 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Spanish 2 | | | | Fee Required: No | |
| Description: Spanish 3 Honors encompasses listening, speaking, reading, and writing skills, grammar, culture, and research. The students are expected to be able to comprehend and accurately express ideas in Spanish, acquire vocabulary, grasp grammatical structure, accurately read magazine articles and literature selections in Spanish, as well as memorize original dialogues and translate and memorize simple poetry. | | | | | |
| 174R | AP Spanish 4 (AP Spanish Language & Culture) | | | APSPANLAN | LOTE |
| 11 - 12 | | A3440100 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Spanish 3 or Native Speaker with Teacher approval. | | | | Fee Required: No | |
| Description: This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. Students can obtain college credit through satisfactory performance on the Advanced Placement Spanish Language and Culture exam. | | | | | |
| 160R | ASL 1 (American Sign Language 1) | | | ASL1 | LOTE |
| 9 - 12 | | 03980100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: This course is a basic introduction to ASL and Deaf culture. Students will learn to sign the manual alphabet, numbers, and basic | | | | | |

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| phrases. Students will study the basic grammar and syntax of ASL. | | | | | |
| 161R | ASL 2 (American Sign Language 2) | | | ASL2 | LOTE |
| 10 - 12 | | 03980200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of ASL1 | | | | Fee Required: No | |
| Description: American Sign Language 2 takes sign language to the next level. Course content will include ASL conversational skills and translation. | | | | | |
| 162R | ASL 2 (American Sign Language 3) | | | ASL3 | LOTE |
| 11 - 12 | | 03980300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of ASL2 | | | | Fee Required: No | |
| Description: American Sign Language 3 digs deeper and offers students a chance to experience total immersion. | | | | | |
| 163R | ASL 2 (American Sign Language 4) | | | ASL4 | LOTE |
| 12 | | 03980400 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of ASL3 | | | | Fee Required: No | |
| Description: American Sign Language IV is a continuation of the study of ASL, its basic vocabulary, structure, history, and the deaf community. Students continue to learn the basics for communication with deaf individuals; they also learn how to express abstract concepts in ASL. | | | | | |

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Physical Education (PE) & Athletics

Physical Education Substitutions:

Enrollment in one of the following courses offer a simultaneous credit of physical education as identified below:

- Marching band (0.5 - fall semester only)
- Cheerleading (0.5 - fall semester only)
- Dance I (1.0 - full year)

| 501R | Lifetime Recreation & Wellness Pursuits | | | PEFOUND | PHYSED |
|---|---|----------|------------------------|------------------|---------------------------------------|
| 9 - 12 | | PES00053 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): | | | | Fee Required: No | |
| <p>Description: The purpose of this course is to motivate students to live a healthy lifestyle that promotes personal fitness with an emphasis on the health-related components of physical fitness. Students will use the knowledge and skills taught in this course to design their own personal fitness program. This course includes classroom instruction and physical activity. *Students may take this course once for a maximum of 1.0 credit**</p> | | | | | |
| 511R | Athletics 1 - 4 | | | ATHLET1 | PHYSED |
| 9 - 12 | | PES00000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Coach approval AND Completed Sports Physical on File | | | | Fee Required: No | |
| <p>Description: This is not a regular P.E. class. This course is designed for the development of students interested in participating in UIL sanctioned sports and extracurricular sports activities while representing Taylor High School. All prior requirements, attaining, and sustaining eligibility must be completed prior to enrollment. Students in the Athletics class will be highly trained and developed for competition-level activities. Rigorous workouts are required and must be completed. Daily physical exertion is mandatory. Competition-based extracurricular activities require a well-trained and disciplined mind and body. Therefore, this class is run at a very intense level. Only students who are serious about competition-based sports need to consider this class. It is a requirement of the Taylor Athletic Handbook that all students representing Taylor ISD Athletic teams must be involved in the Athletic class. Upon completion of the course, students will satisfy the graduation requirement for Physical Education as well as be finely trained for competitive UIL sanctioned sports.</p> <p>Activities designated as athletics include</p> <ul style="list-style-type: none"> • BOYS - Football, Basketball, Baseball, Track, Soccer • GIRLS - Volleyball, Basketball, Softball, Track, Soccer <p>After receiving 1 credit of Athletics, students will receive subsequent credits as local elective credits.</p> | | | | | |
| 522R | Cheer 1 - 4 | | | CHEER | PHYSED |
| 9 - 12 | | PES00000 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Coach approval AND Completed Sports Physical on File | | | | Fee Required: No | |
| <p>Description: This is not a regular P.E. class. This course is designed for the development of students participating in cheerleading extracurricular activities. Group and individual projects through choreography and research are introduced. Students may earn up to one-half P.E. credit.</p> | | | | | |
| 997R | Partners in PE - Peer Assistance | | | PAWD1 | PHYSED |
| 10 - 12 | | N1290203 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 Count for Rank? No |

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| Prerequisite(s): Application Required | | | | Fee Required: No | |
| Description: This is not a regular P.E. class. This course is an opportunity for students to work together to aid the needs of their peers requiring additional assistance. Students may earn up to one-half P.E. credit. | | | | | |
| 998R | Partners in PE - Peer Assistance 2 | | | PAWD2 | PHYSED |
| 10 - 12 | | N1290203 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Application Required | | | | Fee Required: No | |
| Description: This is not a regular P.E. class. This course is an opportunity for students to work together to aid the needs of their peers requiring additional assistance. Students may earn up to one-half P.E. credit. | | | | | |

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Additional Electives

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|---|--|----------|-----------------------------------|-------------------------|--|
| 405R | Academic Decathlon 1 (<i>Independent Study in Speech</i>) | | | INDSPCH | SPEECH |
| 9 - 12 | | 03240200 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course will cover the United States Academic Decathlon curriculum in all ten subjects as outlines for the competitive year. However, emphasis will be placed on the speaking and interviewing categories. In addition to the AcDec credit, students will receive a semester of speech credit. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 407R | Academic Decathlon 2 (<i>Humanities 1</i>) | | | HUMANITI | ENGLISH |
| 10 | | 03221600 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Academic Decathalon 1 | | | | Fee Required: No | |
| Description: Students in this Level III class will cover the United States Academic Decathlon curriculum in all ten subjects as outlined for the competitive year. However, the humanities of art, music, literature, and history will be emphasized. Students will gain knowledge in art and music history, theory, and literary eras. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 408R | Academic Decathlon 3 (<i>Humanities 2</i>) | | | HUMANITI2 | ENGLISH |
| 11 | | 03221610 | Length of Course: Year | Credit: 1 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Academic Decathalon 2 | | | | Fee Required: No | |
| Description: Students in this course will cover the United States Academic Decathlon curriculum in all ten subjects as outlined for the competitive year. However, emphasis will be placed on the humanities of art, music, literature, and history. Students will gain knowledge in art and music history, theory and literary eras. Literary criticism will also be studied. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 409A | Academic Decathlon 4 (<i>AP Art History</i>) | | | APHISTART | FINE ARTS |
| 12 | | A3500100 | Length of Course: Year | Credit: 1 | Weight: Level 3 Count for Rank? No |
| Prerequisite(s): Successful completion of Academic Decathalon 3 | | | | Fee Required: No | |
| Description: AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history by analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art-making, and understanding of purpose and audience in art historical analysis. | | | | | |
| 110R | Creative Writing | | | CREACT WR | ENGLISH |
| 11 - 12 | | 03221200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 Count for Rank? Yes |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own | | | | | |

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| writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. <i>This course satisfies the advanced English requirement.</i> | | | | | |
| 612R | Lifetime Nutrition & Wellness | | | LIFENUTWELL | HEALTH |
| 10 - 12 | | 13024500 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. | | | | | |
| 107T | Technical Writing | | | TECHWR | ENGLISH |
| 9 - 12 | | 03221100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Instructor recommendation only | | | | Fee Required: No | |
| Description: The study of technical writing allows high school students to develop skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. | | | | | |
| 107P | Practical Writing | | | PRACTWR | ENGLISH |
| 9 - 12 | | 03221300 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Instructor recommendation only | | | | Fee Required: No | |
| Description: Practical Writing is a class for students who are struggling to pass their state assessments, but who may not qualify for Read180. In this class, students will focus on the writing process and reading/writing connections. Students will work to improve their writing skills at each stage of the writing process through various whole and small group activities. Students will learn strategies for working through pre-writing, drafting, revising, editing, and publishing their own pieces of writing, as well as responding to different prompts in class, on state assessments, and on college and job applications. This course focuses on the goals of improving writing and reading to help students achieve satisfactory scores on state assessments and supporting students in improving college and career writing skills. | | | | | |
| 131R | Professional Communications | | | PROFCOM | SPEECH |
| 9 | | 13003300 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Professional Communications blends written, oral, and graphic communication in a career-based environment. In this course students will read, write, edit, speak and listen. Students will use software applications, manipulate graphics within documents and presentations, and conduct internet research to improve their interpersonal skills in a professional setting. *This course fulfills the local graduation speech requirement. | | | | | |
| 434R | Psychology | | | PSYCH | SS |
| 11 - 12 | | 03350100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |

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| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: In this elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.</p> | | | | | |
| 435R | Sociology | | | SOCIO | SS |
| 11 - 12 | | 03370100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Sociology, an elective course, is an introductory study in social behavior and the organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society</p> | | | | | |
| 880R | Sports & Entertainment Marketing | | | SPORTSEM | CTE |
| 10 - 12 | | 13034600 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Students will learn the marketing concepts and techniques used to successfully promote events and talent within the sports and entertainment industries. Knowledge attainment of target marketing, product endorsement, sponsorship, promotions, and the development of marketing plans is acquired through real-world study in this course.</p> | | | | | |
| 354R | Principles of Technology | | | PRINTECH | SCI |
| 11 - 12 | | 13037100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Successful completion of Algebra 1 | | | | Fee Required: No | |
| <p>Description: This course takes a hands-on approach to teaching physics and mathematics. It is an applied physics course designed to provide a study of force, work, rate, resistance, energy, and power as applied to mechanical, fluid, thermal, and electrical energy systems. It is a lab-based course that is designed to present physics concepts in the context of real-world applications. Principles of Technology can not be taken for the fourth science credit after physics has been taken.</p> | | | | | |
| 432R | Ethnic Studies: Mexican American Studies | | | ESMAS | SS |
| 10 - 12 | | 03380084 | Length of Course: Year | Credit: 1 | On-Level |
| Prerequisite(s): | | | | Fee Required: No | |
| <p>Description: In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.</p> | | | | | |
| 433R | Ethnic Studies: African American Studies | | | AFAMSTUD | SS |
| 10 - 12 | | 03380085 | Length of Course: Year | Credit: 1 | On-Level |
| Prerequisite(s): | | | | Fee Required: No | |
| <p>Description: In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course</p> | | | | | |

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develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States

Taylor ISD offers career and technical education programs in Health Science, Child Development, Transportation, Foods & Nutrition, Culinary, Agriculture/Mechanics, Cooperative Education, Business Information, Commercial Photography, Audio Visual and Criminal Justice. Admission to these programs is open to all students, but some courses may require a prerequisite course. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Taylor ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Clarissa Rodriguez, and/or the Section 504 Coordinator, Jodi Witt at 3101 N. Main, Ste 104, Taylor, TX 76574, 512-365-1391.



CAREER & TECHNICAL EDUCATION (CTE)



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Section 5 - Career & Technical Education (CTE) Course Offerings & Descriptions

Agriculture, Food, and Natural Resources

| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
|--|--|---|--|--|--|
| | | Small Animal Management 0.5 Credits 13000400 AND | Livestock Production 1 Credit 13000300 | Advanced Animal Science 1 Credit COUNTS AS ADV. SCL. 13000700 OR | Elanco Veterinary Medical Applications Certification |
| Animal Science | Principles of AFNR 1 Credit 13000200 | Equine Science 0.5 Credits 13000500 | OPTIONAL: Elective for Vet Med: Medical Terminology 1 Credit 13020300 | Veterinary Medical Applications 1 Credit 13000600 OR | Elanco Fundamentals of Animal Science Certification |
| | | | | OPTIONAL: Practicum in Agriculture, Food, and Natural Resources 2 Credits 13002500 | |
| Agriculture, Food, and Natural Resources | | | | | |
| Environmental & Natural Resources | Principles of AFNR 1 Credit 13000200 | Wildlife, Fisheries, & Ecology Management 1 Credit 13001500 | Range Ecology Management 1 Credit 13001600 | Practicum in AFNR 2 Credits 13002500 | Natural Resources Systems Water Operators, Class D |
| Agriculture, Food, and Natural Resources | | | | | |
| Plant Science | Principles of AFNR 1 Credit 13000200 | Landscape Design and Management 0.5 Credits 13001900 AND | Floral Design 1 Credit COUNTS AS FINE ART 13001800 OR | Advanced Plant and Soil Science 1 Credit COUNTS AS ADV. SCL. 13002100 OR | • Texas State Florist's Association Knowledge Based Floral Certification |
| | | Turf Grass Management 0.5 Credits 13001950 | Horticultural Science 1 Credit 13002000 | Advanced Floral Design 1 Credit N1300270 OR | • Texas State Florist's Association Level I Floral Certification |
| | | | | OPTIONAL: Practicum in Agriculture, Food, and Natural Resources 2 Credits 13002500 | • Texas State Florist's Association Level II Floral Certification |

Animal Science

| | | | | | | |
|---|---|----------|----------------------------|------------------|---------------------------------------|-----|
| 620R | Principles of Agriculture, Food & Natural Resources | | | | PRINAFNR | CTE |
| 9 - 12 | Program of Study: Animal Science and Plant Science | 13000200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No | |
| Prerequisite(s): None | | | | Fee Required: No | | |
| Description: Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. | | | | | | |
| 606R | Equine Science | | | | EQUINSCI | CTE |
| 10 - 12 | Program of Study: Animal Science | 13000500 | Length of Course: Semester | Credit: .5 | Weight: Level 1 Count for Rank? No | |
| Recommended Prerequisite(s): Principles of Agriculture, Food & Natural Resources | | | | Fee Required: No | | |
| Description: In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. | | | | | | |
| 605R | Small Animal Management | | | | SMANIMGT | CTE |
| 10 - 12 | Program of Study: Animal Science | 13000400 | Length of Course: | Credit: .5 | Weight: Level 1 | |

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| | | | Semester | | Count for Rank? No |
| Recommended Prerequisite(s): Principles of Agriculture, Food & Natural Resources | | | | Fee Required: No | |
| Description: In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. | | | | | |
| 621R | Livestock Production | | | LIVEPROD | CTE |
| 10-12 | Program of Study: Animal Science | 13000300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. | | | | | |
| 330R | Medical Terminology | | | MEDTERM | CTE |
| 9-12 | Program of Study: Animal Science | 13020300 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Recommended Prerequisite: Principles of Health Science | | | | Fee Required: No | |
| Description: The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. | | | | | |
| 623R | Advanced Animal Science | | | ADVANSKI | CTE |
| 11-12 | Program of Study: Animal Science | 13000700 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? Yes |
| Prerequisite(s): Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended Prerequisite: Veterinary Medical Applications. | | | | Fee Required: No | |
| Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. <i>Note: This course satisfies a science credit requirement for students on the Foundation High School Program.</i> | | | | | |
| 622R | Veterinary Medical Applications | | | VETMEDA P | CTE |
| 11-12 | Program of Study: Animal Science | 13000600 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): Equine Science, Small Animal Management, or Livestock Production. | | | | Fee Required: No | |
| Description: Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. | | | | | |
| Plant Science | | | | | |
| 629R | Floral Design | | | FLORAL | CTE |
| 9-12 | Program of Study: Plant Science | 13001800 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |

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| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. <i>Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.</i></p> | | | | | |
| 632R | Advanced Floral Design | | | ADVFLDS | CTE |
| 11-12 | Program of Study: Plant Science | N130027 0 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisites: Floral Design | | | | Fee Required: No | |
| <p>Description: In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.</p> | | | | | |
| 690R | Practicum in Agriculture, Food, and Natural Resources | | | PRACAFN R1 | CTE |
| 11-12 | Program of Study: Plant Science | 13002500 | Length of Course: Year | Credit: 2 | Weight: Level 1 Count for Rank? No |
| <p>Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.</p> | | | | | |
| <p>Description: Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in Agriculture, Food, and Natural Resources Career Cluster.</p> | | | | | |

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| Prerequisite(s): Audio/Video Production II | | | | Fee Required: No | |
| <p>Description: Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increased understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> | | | | | |
| Design & Multimedia Arts - Graphic Design | | | | | |
| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Design/ Multimedia Arts and Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.</p> | | | | | |
| 712R | Graphic Design and Illustration I | | | GRAPHDI1 | CTE |
| 10 - 12 | Program of Study: Design/ Multimedia Arts | 13008800 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. | | | | Fee Required: No | |
| <p>Description: Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</p> | | | | | |
| 729R | Graphic Design and Illustration II | | | GRAPHDI2 | CTE |
| 10 - 12 | Program of Study: Design/ Multimedia Arts | 13008900 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite: Graphic Design and Illustration I. | | | | Fee Required: No | |
| <p>Description: Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.</p> | | | | | |
| 720R | Practicum in Graphic Design and Illustration | | | PRACGRD1 | CTE |
| 11 - 12 | Program of Study: Design/ Multimedia Arts | 13009000 | Length of Course: Year | Credit: 2 | Weight: Level 1 Count for Rank? No |
| Prerequisite: Graphic Design and Illustration II | | | | Fee Required: No | |
| <p>Description: In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> | | | | | |
| Design & Multimedia Arts - Commercial Photography | | | | | |

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| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Design/ Multimedia Arts and Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. | | | | | |
| 716R | Commercial Photography I | | | CPHOTO1 | CTE |
| 9-12 | Program of Study: Design/ Multimedia Arts | 13009100 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite: Graphic Design and Illustration I. | | | | Fee Required: No | |
| Description: In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. | | | | | |
| 717R | Commercial Photography II | | | CPHOTO2 | CTE |
| 10 - 12 | Program of Study: Design/ Multimedia Arts | 13009200 | Length of Course: Year | Credit: 1 | Weight: Level 1 Count for Rank? No |
| Prerequisite: Graphic Design and Illustration I. | | | | Fee Required: No | |
| Description: In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. | | | | | |
| 721R | Practicum in Commercial Photography | | | PRACCPH1 | CTE |
| 11 - 12 | Program of Study: Design/ Multimedia Arts | 13009250 | Length of Course: Year | Credit: 2 | On-Level |
| Prerequisite: Commercial Photography I along with teacher recommendation. | | | | Fee Required: No | |
| Description: In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. | | | | | |
| 661R | Career Preparation I/Extended Career Preparation | | | EXCAREE1 | CTE |
| 12 | Program of Study: All | 12701305 | Length of Course: Year | Credit: 3 | On-Level |
| Prerequisite: None | | | | Fee Required: No | |
| Description: Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. | | | | | |

Taylor ISD offers career and technical education programs in Health Science, Child Development, Transportation, Foods & Nutrition, Culinary, Agriculture/Mechanics, Cooperative Education, Business Information, Commercial Photography, Audio Visual and Criminal Justice. Admission to these programs is open to all students, but some courses may require a prerequisite course. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by

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Architecture and Construction

Plumbing and Pipefitting

| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
|--------------------------|---|---|--|---|---|
| Plumbing and Pipefitting | Introduction to Welding 1 Credit 13032250 | Plumbing Technology I 1 Credit 13006000 | Plumbing Technology II 1 Credit 13006100 | Practicum in Construction Technology 2 Credits 13005250 | Tradesman Plumber – Limited HBI Pre-Apprenticeship Certificate Training (PACT), Core |
| | | | | OR | |
| | | | | Practicum in Entrepreneurship 2 Credits N1303425 | |
| | | | | OPTIONAL: Career Preparation I 3 Credits 12701300 | |

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| 829R | Introduction to Welding | | | INTRWELD | CTE |
| 9 - 12 | Program of Study: Plumbing and Pipefitting | 13032250 | Length of Course: Year | Credit: 1 | On-Level |
| Prerequisite(s): None | | | | Fee Required: No | |

Description: Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in the welding industry. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

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|---|--|----------|------------------------|------------------|----------|
| 826R | Plumbing Technology I | | | PLTECH1 | CTE |
| 10-12 | Program of Study: Plumbing and Pipefitting | 13006000 | Length of Course: Year | Credit: 1 | On-Level |
| Recommended Prerequisite: Introduction to Welding | | | | Fee Required: No | |

Description: In Plumbing Technology, I, students will gain knowledge and skills needed to enter the industry as a plumbing apprentice, building maintenance technician, or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in industry workplace basics and employer/customer expectations, including how to use a plumbing codebook; how to identify and use power and hand tools; how to be safe on the jobsite and when using hand and power tools; how to apply basic plumbing mathematics and plumbing drawing; and how to identify, fit, and use plastic, copper, cast iron, carbon steel, and corrugated stainless steel pipe. In addition, students will be introduced to gas, drainage, and water supply systems and continue their knowledge of workplace basics and green technologies.

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| | Plumbing Technology II | | | PLTECH2 | CTE |
| 11-12 | Program of Study: Plumbing and Pipefitting | 13006100 | Length of Course: Year | Credit: 1 | On-Level |

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|---|---|----------|-------------------------------|-------------------------|---------------------------|
| Recommended Prerequisite: Plumbing Technology I | | | | Fee Required: No | |
| Description: In Plumbing Technology II, students will gain the advanced knowledge and skills needed to enter the industry as a plumber, building maintenance technician, or supervisor or prepare for a postsecondary degree in mechanical engineering. Students will acquire knowledge and skills in plumbing codes, industry workplace basics, and employer/customer expectations, including tool and job site safety, advanced plumbing mathematics, commercial drawings, basic electricity, hanger installation, supports and structural penetrations, roof drains, fixture installation, valves and faucets, and oxy-fuel safety. Students will also learn about setup, cutting, brazing, and welding water system sizing; gas, drain, waste, and vent installation and testing; and water heater installation. | | | | | |
| ### | Practicum in Construction Technology (Available 2024 - 2025 school year) | | | PRACCT1 | CTE |
| 12 | Program of Study: Plumbing and Pipefitting | 13005250 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Recommended Prerequisite: Plumbing Technology I | | | | Fee Required: No | |
| Description: In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. | | | | | |
| 661R | Career Preparation I/Extended Career Preparation | | | EXCAREE1 | CTE |
| 11-12 | Program of Study: All | 12701305 | Length of Course: Year | Credit: 2 or 3 | Level 1 - on level |
| Prerequisite: None | | | | Fee Required: No | |
| Description: Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. | | | | | |

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| Health Science | | | | | |
|---------------------------------|---|---|---|---|---|
| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
| Exercise Science and Wellness | Principles of Exercise Science & Wellness 1 Credit N1303107 | Kinesiology I 1 Credit N1302104 | Anatomy and Physiology 1 Credit COUNTS AS ADV. SCL. 13020600 AND | Practicum in Entrepreneurship 2 Credits N1303425 | Pre-Professional Certification in Nutrition, Food, and Wellness |
| | | | Kinesiology II 1 Credit N1302115 | OPTIONAL: Career Preparation I 3 Credits 12701300 | |
| Healthcare Therapeutic Services | | | | | |
| Healthcare Therapeutic Services | Principles of Health Science 1 Credit 13020200 | Medical Terminology 1 Credit 13020300 | Anatomy and Physiology 1 Credit COUNTS AS ADV. SCL. 13020600 AND | Practicum in Health Science 2 Credits 13020500 | Certified Clinical Medical Assistant |
| | | | Health Science Theory 1 Credit 13020400 | | |

| Healthcare Therapeutic | | | | | |
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| 740R | Principles of Health Science | | | PRINHLSC | CTE |
| 9 - 10 | Program of Study: Healthcare Therapeutic | 13020200 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.</p> | | | | | |
| 330R | Medical Terminology | | | MEDTERM | CTE |
| 9 - 12 | Program of Study: Healthcare Therapeutic | 13020300 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Recommended Prerequisite: Principles of Health Science | | | | Fee Required: No | |
| <p>Description: The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.</p> | | | | | |
| 742R | Health Science Theory | | | HLTHSCI | CTE |
| 10 - 12 | Program of Study: Healthcare Therapeutic | 13020400 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Recommended Prerequisite: One credit from Healthcare Therapeutic Corequisite: Anatomy & Physiology | | | | Fee Required: No | |
| <p>Description: The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.</p> | | | | | |
| 324R | Anatomy and Physiology | | | ANATPHYS | Science |
| 10 - 12 | Program of Study: Healthcare Therapeutic | 13020600 | Length of Course: Year | Credit: 1 | GPA Level 1 |

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| Prerequisite: Biology AND one credit of Chemistry, IPC, OR Physics | | | | Fee Required: No | |
| Description: The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. <i>Note: This course satisfies a science credit requirement for students on the Foundation High School Program.</i> | | | | | |
| 734R | Practicum in Health Science | | | PRACHLS1 | CTE |
| 11-12 | Program of Study: Healthcare Therapeutic | 13012200 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisites: Health Science Theory and Biology. | | | | Fee Required: No | |
| Description: The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. | | | | | |
| Exercise Science and Wellness (Sports Medicine) | | | | | |
| | Principles of Exercise Science & Wellness | | | EXSCIWL | CTE |
| 9-10 | Program of Study: Exercise Science and Wellness | N1302107 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Recommended Prerequisites: None | | | | Fee Required: No | |
| Description: The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. | | | | | |
| 747R | Kinesiology I | | | KINES1 | CTE |
| 9-10 | Program of Study: Exercise Science and Wellness | N1302104 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Recommended Prerequisites: Lifetime Nutrition & Wellness | | | | Fee Required: No | |
| Description: This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer. | | | | | |
| 748R | Kinesiology II | | | KINES2 | CTE |
| 11-12 | Program of Study: Exercise Science and Wellness | N1302115 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisites: Kinesiology I | | | | Fee Required: No | |
| Description: The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer. | | | | | |
| 661R | Career Preparation I/Extended Career Preparation | | | EXCAREE1 | CTE |
| 11-12 | Program of Study: All | 12701305 | Length of Course: Year | Credit: 2 or 3 | Level 1 - on level |

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| Prerequisite: None | Fee Required: No |
| <p>Description: Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.</p> | |

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Hospitality and Tourism

Culinary Arts

| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
|---|---|--|---|---|---|
| Culinary Arts | Introduction to Culinary Arts 1 Credit 13022550 | Culinary Arts 1 Credit 13022600 | Advanced Culinary Arts 1 Credit 13022650 AND | Practicum in Culinary Arts 2 Credits 13022700 | *ServSafe Manager *Culinary Meat Selection & Cookery Certification |
| | | | Food Science COUNTS AS ADV SCI 1 Credit 13023000 | OPTIONAL: Career Preparation I 3 Credits 12701300 | |
| | | | | | |
| Culinary Arts (DUAL CREDIT w/ TSTC) | Introduction to Culinary Arts 1 Credit 13022550 | Sanitation & Safety 1 Credit DUAL CREDIT - TSTC 13022600 AND | Food Production & Planning 1 Credit DUAL CREDIT - TSTC 13022650 AND | Practicum in Culinary Arts 2 Credits 13022700 | *ServSafe Manager *Culinary Meat Selection & Cookery Certification |
| | | Food Service Equip & Planning 1 Credit DUAL CREDIT - TSTC 13022600 AND | Nutrition for the Food Service Professional 1 Credit DUAL CREDIT - TSTC 13023000 | OPTIONAL: Career Preparation I 3 Credits 12701300 | |

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| 848R | Introduction to Culinary Arts | | | INCULART | CTE |
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| 9-12 | Program of Study: Culinary Arts | 13022550 | Length of Course: Year | Credit: 1 | GPA Level 1 |
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| Prerequisite(s): None | Fee Required: No |
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Description: Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

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| 841R | Culinary Arts | | | CULARTS | CTE |
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| 10 - 12 | Program of Study: Culinary Arts | 13022600 | Length of Course: Year | Credit: 2 | GPA Level 1 |
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| Recommended Prerequisites: Introduction to Culinary Arts. | Fee Required: No |
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Description: Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

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| 843R | Advanced Culinary Arts | | | ADCULART | CTE |
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| 10 - 12 | Program of Study: Culinary Arts | 13022650 | Length of Course: Year | Credit: 2 | GPA Level 1 |
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| Prerequisite: Culinary Arts. | Fee Required: No |
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Description: Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

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| 846R | Practicum in Culinary Arts | | | PRACCUL1 | CTE |
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| 11 - 12 | Program of Study: Culinary Arts | 13022700 | Length of Course: Year | Credit: 2 | GPA Level 1 |
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| Prerequisites: Culinary Arts | Fee Required: No |
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Description: Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art-based workplace.

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| Manufacturing | | | | | |
|----------------------------------|---|-----------------------------------|-------------------------------------|---|-------------------------------|
| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
| Welding | Introduction to Welding 1 Credit 13032250 | Welding I 2 Credits 3032300 | Welding II 2 Credits 13032400 | Practicum in Manufacturing 2 Credits 13033000 | AWS D1.1 Structural Steel |
| | | | | OPTIONAL: Career Preparation I 3 Credits 12701300 | |
| | | | | | |
| Welding (DUAL CREDIT w/ TSTC) | Introduction to Welding 1 Credit 13032250 | Welding I 2 Credits 3032300 | Welding II 2 Credits 13032400 | Practicum in Manufacturing 2 Credits 13033000 | AWS D1.1 Structural Steel |
| | | | | OPTIONAL: Career Preparation I 3 Credits 12701300 | |

| Welding | | | | | |
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| 829R | Introduction to Welding | | | | INTRWELD | CTE |
| 9 - 12 | Program of Study: Welding | 13032250 | Length of Course: Year | Credit: 1 | GPA Level 1 | |
| Prerequisite(s): None | | | | | Fee Required: No | |

Description: Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in the welding industry. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

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| 822R | Welding I | | | | WELD1 | CTE |
| 10-12 | Program of Study: Welding | 13032300 | Length of Course: Year | Credit: 2 | GPA Level 1 | |
| Recommended Prerequisites: Algebra I, Introduction to Welding | | | | | Fee Required: No | |

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

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| 823R | Welding II | | | | WELD2 | CTE |
| 11-12 | Program of Study: Welding | 13032400 | Length of Course: Year | Credit: 2 | GPA Level 1 | |
| Prerequisite: Welding I Recommended Prerequisites: Algebra I or Geometry | | | | | Fee Required: No | |

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

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| 691R | Practicum in Manufacturing | | | | PRACMAN1 | CTE |
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|---|---------------------------|----------|------------------------|------------------|-------------|
| 12 | Program of Study: Welding | 13033000 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Recommended Prerequisite: Welding II | | | | Fee Required: No | |
| <p>Description: The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.</p> | | | | | |

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Science, Technology, Engineering, and Mathematics

| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
|--|---|--|--|--|--|
| Engineering | Principles of Applied Engineering 1 Credit 13036200 | Engineering Design & Presentation I 1 Credit 13036500 | Engineering Design and Presentation II 2 Credits 13036600 | Engineering Design & Problem Solving 1 Credit COUNTS AS ADV. SCI. 13037300 OR Practicum in Science, Technology, Engineering, and Mathematics 2 Credits 13037400 | Pre-Engineering/Engineering Technology - Job Ready |
| Cybersecurity | Fundamentals of Computer Science 1 Credit 03580140 | Computer Science I 1 Credit COUNTS AS LOTE 03580200 | AP Computer Science Principles 1 Credit COUNTS AS LOTE A3580300 OR AP Computer Science A 2 Credits COUNTS AS ADV. MATH COUNTS AS LOTE A3580110- MATH and A3580120-LOTE | Practicum in Science, Technology, Engineering, and Mathematics 2 Credits 13037400 OPTIONAL: Career Preparation I 3 Credits 12701300 | Cybersecurity Fundamentals |
| Cybersecurity (DUAL CREDIT WITH TSTC) | Fundamentals of Computer Science 1 Credit 03580140 | Computer Science I 1 Credit COUNTS AS LOTE 03580200 | Personal Computer Hardware 1 Credit DUAL CREDIT - TSTC N1302803 AND Fundamentals to Networking 1 Credit DUAL CREDIT - TSTC N1302804 | Implementing & Supporting Servers 1 Credit DUAL CREDIT - TSTC 13022650 AND Secure Linux Administration 1 Credit DUAL CREDIT - TSTC 13580855 | Cybersecurity Fundamentals |
| Programming and Software Development | Fundamentals of Computer Science 1 Credit 03580140 | Computer Science I 1 Credit COUNTS AS LOTE 03580200 | Computer Science II 1 Credit COUNTS AS LOTE 03580300 OR AP Computer Science A 2 Credits COUNTS AS ADV. MATH COUNTS AS LOTE A3580110- MATH and A3580120-LOTE | Computer Science III 1 Credit COUNTS AS LOTE 03580350 OR Practicum in Science, Technology, Engineering, and Mathematics 2 Credits 13037400 OPTIONAL: Career Preparation I 3 Credits 12701300 | Certified Entry-Level Python Programmer Oracle Certified Associate Java SE 8 Programmer |

Cybersecurity

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|---|-------------------------------------|----------|------------------------|------------------|--------------------|
| 683R | Foundations of Cybersecurity | | | TAFCYB | CTE |
| 9 - 12 | Program of Study: Cybersecurity | 03580850 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.</p> | | | | | |
| 681R | Computer Science I | | | TACS1 | CTE |
| 9-12 | Program of Study: Cybersecurity | 03580200 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisites: Algebra | | | | Fee Required: No | |
| <p>Description: Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology</p> | | | | | |

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| appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem-solving, and decision making; digital citizenship; and technology operations and concepts. | | | | | |
| 683A 684A | AP Computer Science -A | | | APTACSAM APTACSAL | CTE |
| 11-12 | Program of Study: Cybersecurity | A3580110 A3580120 | Length of Course: Year | Credit: 2 (1 per section) | GPA Level 1 |
| Recommended prerequisites: Algebra I | | | | Fee Required: No | |
| Description: AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. | | | | | |
| 600P | Project-Based Research (Cybersecurity) | | | PROBS1 | CTE |
| 11-12 | Program of Study: Cybersecurity | 12701500 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisites: Computer Science Courses | | | | Fee Required: No | |
| Description: Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. | | | | | |
| Programming and Software Development | | | | | |
| 681R | Computer Science I | | | TACS1 | CTE |
| 9-12 | Program of Study: Programming/Software Development | 03580200 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisites: Algebra | | | | Fee Required: No | |
| Description: Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem-solving, and decision making; digital citizenship; and technology operations and concepts. | | | | | |
| 532A | Advanced Placement Computer Science Principles | | | APCSPRIN | CTE |
| 9-12 | Program of Study: Programming/Software Development | A3580300 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite: None | | | | Fee Required: No | |
| Description: AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will | | | | | |

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| learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. | | | | | |
| ### | Computer Science II | | | TACS2 | CTE |
| 10-12 | Program of Study: Programming/Software Development | 03580300 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science. | | | | Fee Required: No | |
| Description: Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem-solving, and decision making; digital citizenship; and technology operations and concepts. | | | | | |
| 683A 684A | AP Computer Science -A | | | APTACSAM APTACSAL | CTE |
| 11-12 | Program of Study: Programming/Software Development | A3580110 A3580120 | Length of Course: Year | Credit: 2 (1 per section) | GPA Level 1 |
| Recommended prerequisites: Algebra I | | | | Fee Required: No | |
| Description: AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. | | | | | |
| #### | Computer Science III | | | TACS3 | CTE |
| 11-12 | Program of Study: Programming/Software Development | 03580350 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A | | | | Fee Required: No | |
| Description: Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. | | | | | |
| Engineering | | | | | |
| 305R | Principles of Applied Engineering | | | PRAPPENG | CTE |
| 9-10 | Program of Study: Engineering | 13036200 | Length of Course: Year | Credit: 1 | GPA Level 1 |

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| Prerequisite: None | | | | Fee Required: No | |
| <p>Description: Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.</p> | | | | | |
| 306R | Engineering Design and Presentation I | | | ENGDSR1 | CTE |
| | Program of Study: Engineering | 13036500 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite: Algebra I. Recommended Prerequisite: Principles of Applied Engineering. | | | | Fee Required: No | |
| <p>Description: Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through the implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.</p> | | | | | |
| 361R | Engineering Design and Presentation II | | | ENGDSR2 | CTE |
| 11-12 | Program of Study: Engineering | 13036600 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisites: Algebra I and Geometry. Recommended Prerequisite: Principles of Applied Engineering or Engineering Design and Presentation I. | | | | Fee Required: No | |
| <p>Description: Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through the implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.</p> | | | | | |
| ### | Practicum in Science, Technology, Engineering, and Mathematics | | | PRCSTEM1 | CTE |
| 10-12 | Program of Study: Engineering | 13037400 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisites: Algebra I and Geometry. Recommended Prerequisites: 2 Science, Technology, Engineering, and Mathematics (STEM) credits. | | | | Fee Required: No | |
| <p>Description: Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills.</p> | | | | | |

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Transportation, Distribution and Logistics

| Sequence | Year 1 | Year 2 | Year 3 | Year 4 | Industry Based Certifications |
|----------------------------|--|---|---|---|-------------------------------|
| Automotive | Principles of Transportation Systems 1 Credit 13039250 | Automotive Basics 1 Credit 13039550 | Automotive Technology I: Maintenance and Light Repair 2 Credits 13039600 | Automotive Technology II: Automotive Service 2 Credits 13039700 | • ASE Entry Level |
| | | | | OR Practicum in Transportation Systems 2 Credits 13040450 | |
| | | | | OPTIONAL: Career Preparation I 3 Credits 12701300 | |
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| Diesel and Heavy Equipment | Principles of Transportation Systems 1 Credit 13039250 | Diesel Equipment Technology I 1 Credit 13040150 | Diesel Equipment Technology II 2 Credits 13040160 | Practicum in Transportation Systems 2 Credits 13040450 | • ASE Entry Level |
| | | | | OR OPTIONAL: Career Preparation I 3 Credits 12701300 | |

Automotive

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| | Principles of Transportation Systems | | PRINTRSY | CTE |
| 9 - 12 | Program of Study: Automotive | 13039550 | Length of Course: Year | Credit: 1 GPA Level 1 |
| Prerequisite(s): None | | | | Fee Required: No |
| Description: In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. | | | | |
| 830R | Automotive Basics | | AUTOBASC | CTE |
| 9 - 12 | Program of Study: Automotive | 13039550 | Length of Course: Year | Credit: 1 GPA Level 1 |
| Recommended Prerequisite(s): Principles of Transportation Systems | | | | Fee Required: No |
| Description: Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. | | | | |
| 831R | Automotive Technology I | | AUTOTEC1 | CTE |
| 9-12 | Program of Study: Automotive | 13039600 | Length of Course: Year | Credit: 2 GPA Level 1 |
| Recommended Prerequisites: Automotive Basics | | | | Fee Required: No |
| Description: Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. | | | | |

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| 833RY | Automotive Technology II | | | AUTOTEC2 | CTE |
| 11 - 12 | Program of Study: Automotive | 13039700 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisites: Automotive Technology I | | | | Fee Required: No | |
| <p>Description: Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.</p> | | | | | |
| Diesel/Heavy Equipment | | | | | |
| | Principles of Transportation Systems | | | PRINTRSY | CTE |
| 9 - 12 | Program of Study: Automotive | 13039550 | Length of Course: Year | Credit: 1 | GPA Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| <p>Description: In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.</p> | | | | | |
| 668R | Diesel Equipment Technology I | | | DIEQTEC1 | CTE |
| 9 - 12 | Program of Study: Diesel/Heavy Equipment | 13040150 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Recommended Prerequisite(s): Principles of Transportation Systems | | | | Fee Required: No | |
| <p>Description: Diesel Equipment Technology I includes knowledge of the function and maintenance of diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the knowledge, skills, and technologies required for employment in transportation systems.</p> | | | | | |
| 699R | Diesel Equipment Technology II (Available 2023-2024) | | | DIEQTEC2 | CTE |
| 10 - 12 | Program of Study: Diesel/Heavy Equipment | 13040160 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisite: Diesel Equipment Technology I | | | | Fee Required: No | |
| <p>Description: Diesel Equipment Technology II includes knowledge of the function, diagnosis, and service of diesel equipment systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the advanced knowledge, skills, and technologies required for employment in transportation systems.</p> | | | | | |
| 658R | Practicum in Transportation Systems (Available 2024-2025) | | | PRACTRS1 | CTE |
| 11 - 12 | Program of Study: Diesel/Heavy Equipment | 13040450 | Length of Course: Year | Credit: 2 | GPA Level 1 |
| Prerequisite: Automotive technology II or Diesel Technology II | | | | Fee Required: No | |
| <p>Description: Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.</p> | | | | | |

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| | | | | | |
|---|---|----------|-------------------------------|-------------------------|--------------------|
| 661R | Career Preparation I/Extended Career Preparation | | | EXCAREE1 | CTE |
| 11 - 12 | Program of Study: All | 12701305 | Length of Course: Year | Credit: 3 | GPA Level 1 |
| Prerequisite: None | | | | Fee Required: No | |
| <p>Description: Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.</p> | | | | | |

Taylor ISD offers career and technical education programs in Health Science, Child Development, Transportation, Foods & Nutrition, Culinary, Agriculture/Mechanics, Cooperative Education, Business Information, Commercial Photography, Audio Visual and Criminal Justice. Admission to these programs is open to all students, but some courses may require a prerequisite course. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Taylor ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Clarissa Rodriguez and/or the Section 504 Coordinator Jodi Witt, at 3101 N. Main, Ste 104, Taylor, TX 76574, 512-365-1391.



2023 PTECH ADMISSION NOW OPEN

Through our P-TECH program students earn an associate degree and may choose from 3 pathways in high-demand fields.



GOALS

The goal of Pathways in Technology Early College High Schools is to provide students the with an opportunity to graduate with 60+ hours of transferable college credits and earn a two-year associate degree along with their high school diploma, tuition free, saving families thousands of dollars in college costs.

PTECH PROGRAM

Our P-TECH program provides a small, personalized community offering rigorous college preparatory curriculum that engages students as it prepares them for high-skilled and high-demand careers.



Programs

- Precision Machining
- Industrial Systems
- Education and Training

Sign up now



**PATHWAYS IN
TECHNOLOGY
EARLY COLLEGE
HIGH SCHOOL**

Visit our website for more
[Taylor High School PTECH](#)

Call To Find Out More
512-361-1391

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Pathways in Technology - Early College High School (PTECH)

In 2021, Taylor Independent School District applied for a grant with the state of Texas that would help fund the creation of a P-TECH program. The grant proposal was accepted, and the school began working with Temple College and Texas State Technical College, The Texas Workforce Commission, and the Texas Education Agency to open up a manufacturing and teacher education program for the 2023-2024 school year. Through our partnerships with Temple College and Texas State Technical College, we have developed a dual credit crosswalk that allows our high school students to earn high school credit, college credit, and industry based certifications. Students that complete the program with 60 college credit hours will earn their Associate Degree in Applied Science before graduating with their high school diploma.



PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)

The goal of Early College High Schools (ECHS) is to provide students the with an opportunity to graduate with 60+ hours of transferable college credits and earn a two-year associate degree along with their high school diploma, tuition free, saving families thousands of dollars in college costs.

Our P-TECH program provides a small, personalized community offering rigorous college preparatory curriculum that engages students as it prepares them for high-skilled and high-demand careers. Although many high schools across the nation offer concurrent dual-enrollment opportunities, those programs traditionally serve the highest -achieving students of their class.

Our P-TECH programs will target all students entering 9th grade. Priority is given to students from traditionally underrepresented student groups as identified by the Texas Education Agency Pathways in Technology Early College High School (P-TECH) Blueprint - Benchmark 2.

What We Offer



INDUSTRIAL SYSTEMS

A degree in Industrial Systems could best be defined as the "jack of all trades" in electrical and mechanical applications. As an industrial machinery expert, it will be your job to keep facilities running safely and efficiently. Learn the broad range of skills needed to repair and maintain hydraulic systems, pneumatic equipment, conveyor systems, electrical and mechanical controls and more.



PRECISION MACHINING

Precision machinists are skilled artisans who create parts to fit a need. In precision machining, a tool or piece of hardware is made from a material to create a needed part. Machinists help create these parts used in everything from automobile production to surgical devices and aircraft parts. It's a job that has an application in every industry.



EDUCATION AND TRAINING

The Associate of Arts in Teaching degree offered at Temple College provides students with the first two years of the four-year degree required to take the state teacher certification exam. Three courses offered by the department (TECA 1354, EDUC 1301 and EDUC 2301) are accepted at four-year colleges and universities, along with many core classes. Be sure to consult with the department chair to ensure that all coursework is relevant to your four-year degree plan.

Program Distinctions

- Reduces barriers to college access
- Allows students to earn 60+ hours of college credit at no cost
- Creates a seamless transition from high school through college and into employment through local partnerships with institutions of higher education and industry
- Provides academic and social support services through dedicated staff
- Develops critical soft skills needed for college and career success
- Provides work-based learning experiences at every grade level, including internships, apprenticeships, and other job training programs
- Enables students to earn an industry certificate or two-year postsecondary credential



2024 - 2025 Taylor High School Course Selection Guide

What is a PTECH?

Our program provides students with a seamless pathway from high school, to post-secondary education, to employment in Precision Machining, Industrial Systems and Education industries. Students earn a high school diploma and professional credentials, including certifications and licenses, and education credentials, which include educational certificates, diplomas, and degrees. They also engage in work-based education at every grade level, such as internships, apprenticeships, or other forms of job training programs.

What Programs are Offered in PTECH?

- Precision Machining Technology
- Industrial Systems
- Education & Training

How does Taylor High School's PTECH differ from the Associate's Degree offered at Legacy?

Legacy offers students a general associate degree that is transferable to any TX university for most any degree choice. At Legacy students follow a degree plan that does not allow for extracurriculars because there is no room in the student's daily schedule. When a student graduates from Temple College/Legacy they are graduating with their college basics (first 2 years).

Can students who are doing PTECH still participate in extracurricular activities?

PTECH students can participate in extracurriculars as long as it fits into their schedule. Reasons why it may not fit would be if a college course was failed, a student chose to take an internship, etc. Students will be asked to participate in an August program, called summer bridge. It serves as an orientation to prepare students for what to expect in their coursework.

If the kids don't do PTECH, are they required to enroll in another path like culinary/automotive?

Students are not required to enroll in another path but do have many classes in career and technical education (CTE) programs they can choose and incorporate into their daily schedule. Some may offer 1 or 2 dual credit college courses and will also offer students a chance to earn a certification that will benefit them in a future career.

Can PTECH kids withdraw from the program if it becomes too overwhelming for them?

Students can choose to withdraw from the P-TECH program but many supports will be in place to help them be successful.

Are PTECH kids under any kind of obligation to the sponsoring companies after graduation?

There is no obligation to the sponsoring companies after graduation.

Are the Associates degrees which are acquired under PTECH, transferrable to other careers/colleges?

Associate degrees earned through a P-TECH program are considered an "Applied" Associate Degree because they train students to work in a specific trade career field, and are typically non-transferable. There are some 4-year universities that will take the applied associate degree hours toward an applied bachelor's degree in the same trade career only. For example, an associate in precision machining would have to transfer toward a bachelor's in precision machining, only.

What is Precision Machining Technology?

BEGIN YOUR CAREER PATHWAY WITH TSTC DUAL ENROLLMENT

PRECISION MACHINING TECHNOLOGY



PROGRAM DETAILS

TSTC offers an Associate of Applied Science degree in Precision Machining Technology and can be completed in four semesters. For those who want to enter the workforce more quickly or add to their existing knowledge, TSTC also offers certification in machining.

This intense, hands-on training consists of a series of machine tool operation courses to develop and challenge your skills using various conventional and Computer Numerical Controlled machines.

CAREER OPPORTUNITIES

Precision machinists are skilled artisans who create parts to fit a need. In precision machining, a tool or piece of hardware is made from a material to create a needed part. Machinists help create these parts used in everything from automobile production to surgical devices and aircraft parts. It's a job that has an application in every industry.

Texas is already the second-largest employer of machinists in the nation. Between now and 2028, there will be a 10% increase in the number of machinist jobs in Texas. Graduates can find careers in commercial and military aircraft, medical and telecommunications equipment, automotive tool manufacturing, and, of course, oil tool manufacturing.

PRECISION MACHINING TECHNOLOGY CAREER PATHWAYS



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What is Industrial Systems Technology?

BEGIN YOUR CAREER PATHWAY WITH TSTC DUAL ENROLLMENT

PRECISION MACHINING TECHNOLOGY



PROGRAM DETAILS

TSTC offers an Associate of Applied Science degree in Precision Machining Technology and can be completed in four semesters. For those who want to enter the workforce more quickly or add to their existing knowledge, TSTC also offers certification in machining.

This intense, hands-on training consists of a series of machine tool operation courses to develop and challenge your skills using various conventional and Computer Numerical Controlled machines.

CAREER OPPORTUNITIES

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PRECISION MACHINING TECHNOLOGY CAREER PATHWAYS



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What is Education & Training?

Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

**Teaching and Training
 Statewide Program of Study**



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

Secondary Courses for High School Credit

Level 1

- Principles of Education and Training
- Principles of Human Service

Level 2

- Human Growth and Development
- Child Development
- Communication and Technology in Education

Level 3

- Instructional Practices
- Teaching Strategies for Special Populations (TBD)

Level 4

- Practicum in Education and Training
- Project Based Research
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Teacher Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Bachelor's Degrees

- Bilingual and Multilingual Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

- Instruction and Learning
- Educational Leadership and Administration, General
- Special Education
- Social and Philosophical Foundations of Education

**Work-Based Learning and
 Expanded Learning Opportunities**

| Exploration Activities | Work-Based Learning Activities |
|--|---|
| <ul style="list-style-type: none"> • Participate in the Texas Association of Future Educators or Family, Career, and Community Leaders of America | <ul style="list-style-type: none"> • Teach a community education class • Intern as a teaching assistant or tutor • Serve as a camp counselor |

Industry-Based Certifications

- Educational Aide I



Aligned Occupations

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

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022



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Sample Degree Plans

Students enrolled in PTECH would take classes BOTH at Taylor High School and the college partner. Below are the 4 - year plans outlined for each program.

| Precision Machining | | Industrial Systems | | Education & Training | |
|--|--|------------------------------------|-------------------------------------|--|--|
| Freshman Year | | | | | |
| English 1 (THS) | | English 1 (THS) | | English 1 (THS) | |
| Biology (THS) | | Biology (THS) | | Biology (THS) | |
| Algebra 1 or Geometry (THS) | | Algebra 1 or Geometry (THS) | | Algebra 1 or Geometry (THS) | |
| World Geography (THS) | | World Geography (THS) | | World Geography (THS) | |
| LOTE 1 or 2 (THS) | | LOTE 1 or 2 (THS) | | LOTE 1 or 2 (THS) | |
| PE / Athletics (THS) | | PE / Athletics (THS) | | PE / Athletics (THS) | |
| Intro to Welding (THS) | | Intro to Welding (THS) | | Principles Of Human Services (THS) | |
| General Elective (THS) | | General Elective (THS) | | General Elective (THS) | |
| Sophomore Year | | | | | |
| English 2 (THS) | | English 2 (THS) | | English 2 (THS) | |
| Chemistry (THS) | | Chemistry (THS) | | Chemistry (THS) | |
| Geometry or Algebra 2 (THS) | | Geometry or Algebra 2 (THS) | | Geometry or Algebra 2 (THS) | |
| World History (THS) | | World History (THS) | | World History (THS) | |
| LOTE 2 or General Elective (THS) | | LOTE 2 or General Elective (THS) | | LOTE 2 or General Elective (THS) | |
| General Elective (THS) | | General Elective (THS) | | Communications & Technology in Education (THS) | |
| Principles of Manufacturing (live 2x/wk) | Beginning Machine Shop (live 2x/wk) | Basic Electric Theory (live 2x/wk) | Intro to Ind. Maint. (live 2x/wk) | Public Speaking (live 2x/wk) | Creative Arts (live 2x/wk) |
| Blueprint Reading (online) | Engineering Comp Graphics (live 2x/wk) | Blueprint Reading (online) | Special Topics Welding (live 2x/wk) | Introduction to Teaching Prof A (live 2x/wk) | Introduction to Special Populations (live 2x/wk) |
| | | | | PTECH Lab | |

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| PTECH Lab (Fri) | PTECH Lab (Fri) | PTECH Lab (Fri) | PTECH Lab (Fri) | (Fri) | PTECH Lab (Fri) |
|--|--|--|--|---|--------------------|
| Junior Year | | | | | |
| Temple College - Core English 3 (live 2x/wk) Fall - Comp 1301 (req. course) Spring - Comp 1302 Advanced Math (live 2x/wk) Fall - College Algebra Spring - PreCal PTECH Lab 1 | | Temple College - Core English 3 (live 2x/wk) Fall - Comp 1301 Spring - Comp 1302 Advanced Math (live 2x/wk) Fall - College Algebra Spring - PreCal PTECH Lab 1 | | English 3 (TC) English 3 (live 2x/wk) Fall - Comp 1301 Spring - Comp 1302 Physics (TC) Fall - Elementary Physics 1 Spring - Elementary Physics 2 PTECH Lab 1 | |
| Advanced Science (THS) | | Advanced Science (THS) | | US History (TC) US History (live 2x/wk) Fall - HIST 1301 Spring - HIST 1302 Fall - Psychology (TC) Spring - Sociology (TC) PTECH Lab 2 | |
| US History (THS) | | US History (THS) | | Algebra 2 (THS) | |
| Basic Machine Shop (live 2x/wk) Fund of CNC (live 2x/wk) PTECH Lab 2 | CNC Programming (live 2x/wk) Intro to CAD (live 2x/wk) PTECH Lab 2 | Pipefitting (live 2x/wk) Motor Control (live 2x/wk) Basic Hydraulics (live 2x/wk) PTECH Lab 2 | Pumps & Drives (live 2x/wk) Programmable Controls (live 2x/wk) PTECH Lab 2 | Instructional Practices (THS) | |
| Elective (THS) | | Elective (THS) | | Elective (THS) | |
| Elective (THS) | | Elective (THS) | | Elective (THS) | |
| Senior Year | | | | | |
| English 4 (THS) | | English 4 (THS) | | English 4 (TC) | |

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| | | | | | |
|---|--|---|---|--|--|
| | | | | Fall - Brit Lit Spring - American Lit | |
| Advanced Science (THS) | | Advanced Science (THS) | | Science (TC) Fall - Bio for Science Majors Spring - PTECH Lab 1 | |
| TC - Gov't (online) Intermediate Machining (live 2x/wk) Advanced CNC Special Equip & Process PTECH Lab 1 PTECH Lab 2 | TC - Macro Machine Design Advanced CAD Advanced Machining Specialized Tools & Fixtures PTECH Lab 1 PTECH Lab 2 | TC - Gov't (online) Indust. Power Systems (live 2x/wk) Machine Install (live 2x/wk) Pneumatics (live 2x/wk) PTECH Lab 1 PTECH Lab 2 | TC - Macro Program Logic Control 2 (live 2x/wk) Troubleshootin g (live 2x/wk) Boiler Maintenance (live 2x/wk) PTECH Lab 1 PTECH Lab 2 | TC - Gov't (online) TC - College Algebra PTECH Lab 2 | TC - Macro TC - TX Gov't PTECH Lab 2 |
| Apprenticeship / Internship (2 periods) | | Apprenticeship / Internship (2 periods) | | Apprenticeship / Internship - PET (3 periods) | |
| General Elective | | General Elective | | General Elective | |

A photograph of a brick building with a green rectangular overlay containing the text 'DUAL CREDIT'. The building is made of red brick and has a modern architectural style with large windows and a flat roof. The green overlay is positioned in the center of the image, and the text is written in a bold, white, serif font.

DUAL CREDIT

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What is Dual Credit?

Dual credit courses are college-level courses that students can take for both high school graduation credit and college credit. Courses accepted for dual credit cover the TEKS for the high school course and meet college guidelines. Taylor High School offers a dual credit program that allows high school students to earn credit towards graduation and college credit at Temple College (TC) OR Texas State Technical College (TSTC) simultaneously while in high school. Students must have completed their sophomore year and are required to maintain a full-time student course load and meet eligibility requirements.

Dual Credit Guidelines

General Dual Credit Considerations:

- Taylor High School will pay full tuition costs for two dual credit courses per student for each of the Fall and Spring semesters. Students who take additional dual credit courses are responsible for paying for those courses prior to the payment deadline or the student will be dropped from their courses.
- If a student does not attend class, drops the course, and/or does not make a 60 or higher in the course, the parent will reimburse the district the cost of the tuition.
- A student must be enrolled as a full-time high school student in order to be eligible for dual credit coursework.
- Taylor High School administration will have the final approval on which dual credit courses a student may take.
- Transportation will be provided from Taylor High School to either Temple College Taylor, Temple College Hutto, or TSTC Hutto. Students who opt to ride the bus must do so daily.
- Students must have a minimum grade of 70 in all college courses taken at the end of each semester in order to register for courses the following semester.
- Students must satisfy the entrance requirements, listed above, prior to registration.
- Students must understand that these college-level courses are rigorous courses that will require intensive preparation. Also, while attending dual credit courses, students are expected to follow the student code of conduct for each institution and may be attending with other high school and college students.
- Parents and students are responsible for the cost of all textbooks and additional materials required for Dual Credit courses.
- Any exception to the above guidelines must be approved by the campus administration.

Eligibility Requirements:

- **Temple College:**
 - Testing requirements:
 - SAT: Evidence-Based Reading and Writing 480 and Math 530 or
 - ACT: Reading 19, Math 19, combined score of 23 or
 - TSIA2: English Language Arts (ELAR) score 945+ and Essay 5+ or ELAR score below 945 and essay of 5+ AND Diagnostic score of 5+ and Math 945 or higher
 - Students will be able to take up to 6 credit hours per semester (fall and spring semesters)
 - Temple College course offerings are contingent upon the availability of staff, course schedule, and enrollment.
 - Students must receive a grade of 60 or higher to receive high school credit.
- **Texas State Technical College:**
 - Students who wish to enroll will need to have demonstrated in previous courses the ability to work independently (minimum of 2 recommending teachers)
 - Students will be allowed to take up to 6 credit hours per semester (fall and spring semesters).
 - TSTC course offerings are contingent upon the availability of staff, course schedule, and enrollment,
 - Students must receive a grade of 60 or higher to receive high school credit.

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Dual Credit Core Course Offerings

| | | | | | |
|--|--|----------|----------------------------|--------------------------------------|-------------|
| 103D | English 3 Dual Credit (Temple College ENGL-1301 & ENGL-1302) | | | ENG 3 | ENGLISH |
| 11 | | A3220100 | Length of Course: Year | Credit: 1 | Dual Credit |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| <p>Description: This advanced level English 3 course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of the writing. Successful completion of this course will provide students with college-level ENGL-1301 English Composition 101 and ENGL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply.</p> | | | | | |
| 104D | English 4 Dual Credit (Temple College ENGL-2327 & ENGL-2322) | | | ENG4 | ENGLISH |
| 12 | | 03220400 | Length of Course: Year | Credit: 1 | Dual Credit |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: No | |
| <p>Description: This advanced level English IV course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college-level ENGL-2327 American Literature and ENGL-2322 British Literature which are accepted at most Texas colleges and universities. Check your college/university transcript equivalency guide., as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.</p> | | | | | |
| 256D | Dual Credit College Algebra (Temple College MATH-1314) | | | INSTUMTH | MATH |
| 11 - 12 | | 03102500 | Length of Course: Semester | Credit: 0.5 | Dual Credit |
| Prerequisite(s): Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| <p>Description: The first semester of this course is designed to strengthen Algebraic, geometric, and statistical reasoning. Its focus will be on Algebra, geometry, and statistical concepts that relate to success in higher-level mathematics. These concepts include foundational algebra skills, functions, and their graphs, systems of equations, trigonometry, probability, and statistics. Successful completion of this course will provide students with college-level MATH-1314 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply.</p> | | | | | |
| 261D | Pre-Calculus Dual Credit (Temple College MATH-2412) | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Semester | Credit: 0.5 | Dual Credit |
| Prerequisite(s): Successful completion of Dual Credit MATH-1314 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| <p>Description: The content of this second-semester course will provide the student with college level MATH-1314/ College Algebra which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Successful completion of this course will provide students with college-level MATH-2412 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. NOTE: Students cannot take Pre-Calculus after this course due to the content overlap. Community college enrollment requirements, deadlines, and fees may apply.</p> | | | | | |
| 268D | Dual Credit Calculus 1 & 2 (Temple College MATH-2413 & MATH-2414) | | | INSTMH3 | MATH |

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| | | | | | |
|--|---|----------|-----------------------------------|--------------------------------------|-------------|
| 12 | | 03102501 | Length of Course: Year | Credit: 2 | Dual Credit |
| Prerequisite(s): Successful completion of Dual Credit MATH-2412 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This is a college-level calculus math course. This course includes applications of limits and derivatives; integration; special functions; infinite series. It is an introductory course with elementary functions. Successful completion of this course will provide students with college-level MATH-2413 (and do a second box for MATH-2414) which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 401D & 436D | Dual Credit United States History (Temple College 1301 & 1302) | | | USHIST | SS |
| 11 - 12 | | A3340100 | Length of Course: Year | Credit: 1 | AP |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance Corequisite(s): Students must enroll in 401D AND 436D to earn a full credit of US History. | | | | Fee Required: Yes - Textbooks | |
| Description: This course offers the opportunity for students to receive high school and college credit in U.S. History. It is a rigorous program taught at the college level and a study from the colonial period through current U.S. History. Successful completion of this course will provide students with college-level HIST-1301 U.S. History to 1877 and HIST- 1302 U.S. History 1877 to Present which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 421D | US Government - Dual Credit (Temple College 2305) | | | GOVT | SS |
| 12 | | 03330100 | Length of Course: Semester | Credit: 0.5 | Dual Credit |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced-level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college-level GOVT2305 American National Government which is accepted at most Texas colleges and universities, as well as many-out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 431D | Economics - Dual Credit (Temple College 2301) | | | ECON | SS |
| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | On-Level |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced-level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college-level ECON2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" section for more information. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |



GRADUATE HIGH SCHOOL

CAREER READY



Starting Fall 2022, get career training at the Temple College Taylor Campus!

Industry 4.0 has changed the nature of work as we know it. Employers are now hiring the next generation who will use advanced manufacturing, artificial intelligence, robotics, autonomous vehicles, cyber-physical systems, additive 3D printing, and virtual reality in the workplace. Don't miss your opportunity to step to the front of the line.

Immerse yourself in 21st century innovation and build a high-tech career in one of these high-demand fields.

Earn a certificate or an Associates Degree with industry recognized credentials while you're still in high school!

- Safety (OSHA, 3M, NCCER)
- Certified Production Technician (MSSC)
- AutoCAD User (Autodesk)
- Inventor (Autodesk)
- Revit (Autodesk)
- Industry 4.0 (NC3)
- Fundamentals of Electricity (NC3)
- Mechatronics (NC3)
- Dremel 3D Printing (NC3)
- Greenlee Wire Pathways & Bending (NC3)
- Industrial Maintenance Certification (NCCER)

Electromechanical Technology/ Multi-Craft Training

- Safety, Electricity, Mechanics, Hydraulics, Pneumatics, Robotics & Automation

Computer-Aided Drafting & Design

- Architectural & Construction Technology
- Mechanical Engineering Technology

EMPLOYERS ALREADY LOOKING TO HIRE WITH THE CREDENTIALS INCLUDE:

- Samsung
- Applied Materials
- Reynolds
- Niagra
- Pactiv Evergreen + More!

Your **Community's** College

templejc.edu/apply



2024 - 2025 Taylor High School
 Course Selection Guide
 Texas Bioscience Institute - Temple College



Texas Bioscience Institute (TBI) GUIDED PATHWAY

Associate of Science - Multidisciplinary Studies

START Here

| FALL SEMESTER - JUNIOR YEAR | | | | Core | SCH | COMPLETED | Core Curriculum Notes | |
|--|----------------|--------|--|-----------------------------------|---------|-----------|--|----------|
| ENGL 1301 - Composition I | (010) | 3 | <input type="checkbox"/> | 010 Communication | 6 Hours | | | |
| HIST 1301 - United States History I | (060) | 3 | <input type="checkbox"/> | 020 Math | 3 Hours | | | |
| MATH 1314 - College Algebra | (020) | 3 | <input type="checkbox"/> | 030 Life/Physical Science | 6 Hours | | | |
| BIOL 1406 - Biology for Science Majors I | (030) | 4 | <input type="checkbox"/> | 040 Language, Philosophy, Culture | 3 Hours | | | |
| SPRING SEMESTER - JUNIOR YEAR | | | | Core | SCH | COMPLETED | 050 Creative Arts | 3 Hours |
| ENGL 1302 - Composition II | (010) | 3 | <input type="checkbox"/> | 060 History | 6 Hours | | | |
| HIST 1302 - United States History II | (060) | 3 | <input type="checkbox"/> | 070 Government | 6 Hours | | | |
| MATH 2412 - Pre-Calculus | (020) | 4 | <input type="checkbox"/> | 080 Social/Behavioral Science | 3 Hours | | | |
| BIOL 1407 - Biology for Science Majors II | (030) | 4 | <input type="checkbox"/> | 090 Component Area | 6 Hours | | | |
| SUMMER SEMESTER | | | | Core | SCH | COMPLETED | Electives | 18 Hours |
| GOVT 2306 - Texas Government | (070) | 3 | <input type="checkbox"/> | Transfer Outlook | | | | |
| Any course from Creative Arts core | (050) | 3 | <input type="checkbox"/> | | | | | |
| FALL SEMESTER - SENIOR YEAR | | | | Core | SCH | COMPLETED | At the completion of the TBI program, students will have accumulated 60 hours of college coursework and completed an Associate of Science degree in Multidisciplinary Studies. This degree will transfer to any public university in Texas. Private and out of state colleges will transfer courses based on institutional policy. | |
| ECON 2301 - Principles of Macroeconomics | (080) | 3 | <input type="checkbox"/> | | | | | |
| ENGL 2322 - British Literature I | (040) | 3 | <input type="checkbox"/> | | | | | |
| MATH 1442 Statistics or MATH 2413 Calculus I Science or Computer Elective Course Option | (020) (090) | 4 4 | <input type="checkbox"/> <input type="checkbox"/> | | | | | |
| SPRING SEMESTER - SENIOR YEAR | | | | Core | SCH | COMPLETED | First-time undergraduate students who know the career path they would like to follow should select a college major relevant to that career. However, students may be able to find some careers where a bachelor's degree in general studies is helpful when wanting to continue with a master's degree. | |
| GOVT 2305 - Federal Government | (070) | 3 | <input type="checkbox"/> | | | | | |
| ENGL 2323 - British Literature II or SPCH 1315 | (090) | 3 | <input type="checkbox"/> | | | | | |
| Math, Science, or Computer Elective Course Option | Elective | 4 | <input type="checkbox"/> | | | | | |
| Math, Science, or Computer Elective Course Option | Elective | 3 | <input type="checkbox"/> | | | | | |

Graduation SCH 60

You've FINISHED!

Helpful Links

- [Course Descriptions](#)
- [Student Email Account](#)
- [Desire2Learn](#)
- [Self Service Registration](#)
- [Contact Information](#)

254-298-8782

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tbitemple@templejc.edu

2024 - 2025 Taylor High School
Course Selection Guide
Electromechanical Engineering Technician - Temple College

First Semester

1st 8-weeks

- [TECM 1349 - Technical Math Applications](#) 3 credit hours. OR
- [MATH 1314 - College Algebra](#) 3 credit hours. OR
- [MATH 2412 - Pre-Calculus Math](#) 4 credit hours. ¹

- [INMT 1305 - Introduction to Industrial Maintenance](#) 3 credit hours.

2nd 8-weeks

- [ELPT 1357 - Industrial Wiring](#) 3 credit hours.

- [DFTG 1305 - Introduction to Technical Drawing](#) 3 credit hours. OR
- [ENGR 1304 - Engineering Graphics I](#) 3 credit hours. ²

- [CETT 1409 - DC-AC Circuits](#) 4 credit hours. OR
- [ENGT 1409 - AC/DC Circuits for Engineering Technology](#) 4 credit hours. ³

Total Hours: 16

Second Semester

1st 8-weeks

- [ELMT 1301 - Programmable Logic Controllers](#) 3 credit hours.
- [OSHT 1391 - Special Topics in Occupational Safety and Health Technology/Technician](#) 3 credit hours.

2nd 8-weeks

- [INMT 1417 - Industrial Automation](#) 4 credit hours.
- [ELMT 1305 - Basic Fluid Power](#) 3 credit hours.

Third Semester

1st 8-weeks

- [INMT 2303 - Pumps, Compressors & Mechanical Drives](#) 3 credit hours.
- [ELMT 2441 - Electromechanical Systems](#) 4 credit hours.

2nd 8-weeks

- [INMT 2345 - Industrial Troubleshooting](#) 3 credit hours.

Total Hours: 10

Grand Total Hours: 39

COLLEGE PREP

