



Notice of Public Hearing & Regular Meeting The Board of Trustees Lago Vista Independent School District

A Public Hearing followed by a Regular Meeting of the Lago Vista ISD Board of Trustees will be held on Monday, February 13, 2023, beginning at 6:00 p.m. in the MAC at Lago Vista High School, 5185 Lohman Ford, Lago Vista, Texas 78645.

Members of the public may access this meeting via live stream approximately 5 minutes before the scheduled meeting time at <https://www.youtube.com/channel/UCFRbLIZyFad2big-QDVuotw>.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. Individuals must sign up between 5:30 p.m. and 6:00 p.m. on the day of the meeting.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to Order/ Pledge of Allegiance
2. Welcome Visitor/Public Participation/Recognition
3. Public Hearing: Texas Academic Performance Report (TAPR)
4. 2020 Bond Construction Update from LAN
5. 2022 Bond Update from Region 13 / Sledge Engineering
6. Guaranteed Maximum Price
7. 2022-2023 Budget Update
8. Discussion of Voter-Approval Tax Rate Election (VATRE)
9. 2023-2024 Course Guides
10. Discussion and Approval of Innovative Courses
11. Discussion and Possible Approval of Kindergarten Acceleration Procedures
12. Discussion and Possible Approval Local At-Risk Criteria
13. Discussion of Memorial Plaque for Mark Abbott
14. Consent Agenda:
 - a. Monthly Financial Reports
 - b. Minutes – January 19, 2023 Regular Meeting
15. Superintendent Report
 - a. SLI Reminders
 - b. Team of Eight Training
 - c. Joint Meeting with City Council
16. Closed Session:
 - a. Tex. Govt. Code 551.071 Attorney Consultation
 - b. Tex. Govt. Code 551.072 Real Property Deliberations
 - c. Tex. Govt. Code 551.073 Prospective Gifts Negotiations
 - d. Tex. Govt. Code 551.074 Personnel Matters (Administrator Contracts)
 - e. Tex. Govt. Code 551.076 Security Personnel, Devices, Audits
 - f. Tex. Govt. Code 551.0785 Medical or Psychiatric Records
 - g. Tex. Govt. Code 551.082 School Children; School District Employees; Disciplinary Matter or Complaint
 - h. Tex. Govt. Code 551.0821 Personally Identifiable Student Information
 - i. Tex. Govt. Code 551.089 Information Resource Technology Security
17. Open Session
 - a. Possible action from closed session item
18. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Darren Webb, Superintendent

Date



Lago Vista ISD Monthly Construction Update February 2023



**Lockwood, Andrews
& Newnam, Inc.**
A LEO A DALY COMPANY

Huckabee



WEAVER & JACOBS
CONSTRUCTORS, INC.



Lago Vista 2020 Bond Program Financial Summary

Project Financial Summary

Project	Budget	Committed	Expenditures	Unencumbered
LVES	\$17,155,844.92	\$16,863,922.81	\$15,933,749.84	\$291,922.11
LVHS	\$10,952,674.91	\$10,604,780.00	\$10,287,582.32	\$347,894.91
LVIS	\$4,053,772.56	\$357,525.27	\$153,935.24	\$3,696,247.29
LVMS	\$8,661,073.61	\$8,496,312.48	\$6,625,345.95	\$164,761.13
LVMS-Roof	\$1,862,230.00	\$1,847,114.50	\$1,847,114.50	\$15,115.50
Real Estate/PM	\$1,644,404.00	\$818,596.98	\$770,682.75	\$825,807.02
Grand Total	\$44,330,000.00	\$38,988,252.04	\$35,618,410.60	\$5,341,747.96

88% of Budget

91% of Committed

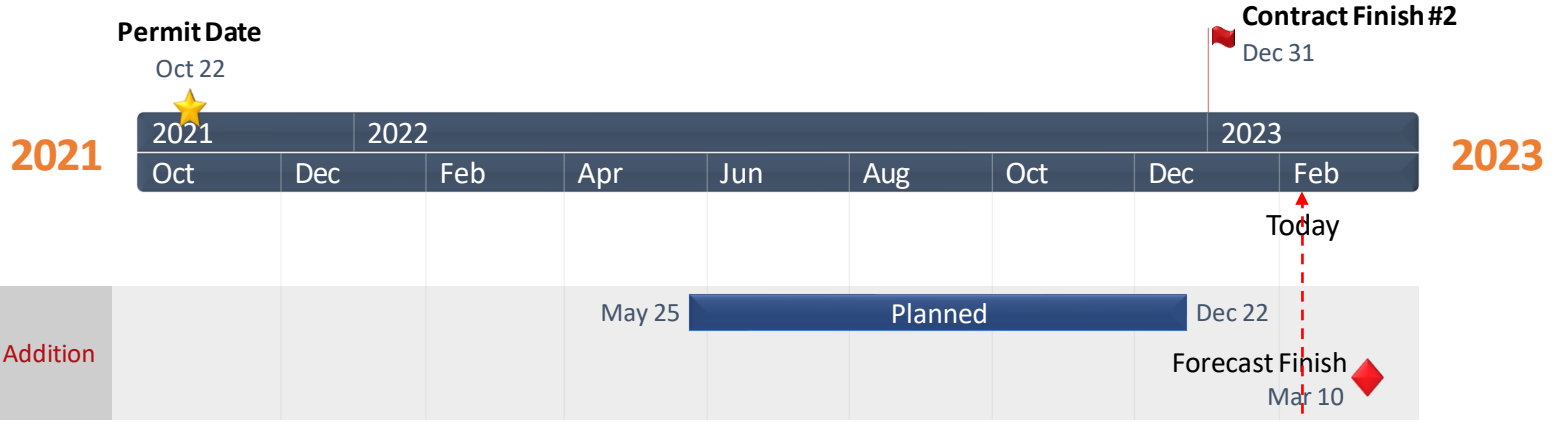
12% of Budget

Project Allowances Summary

Project	Beginning Balance	Approved	Pending	Remaining Balance
LVES	\$442,750.00	\$425,043.00	\$78,942.27	-\$61,235.27
LVHS	\$277,211.00	\$158,357.02	\$80,388.95	\$38,465.03
LVMS	\$235,750.00	\$79,211.70	\$106,585.00	\$49,953.30
Grand Total	\$955,711.00	\$662,611.72	\$265,916.22	\$7,183.06



Lago Vista ES Master Schedule





Lago Vista ES Status

Highlights

- Library wing construction ongoing. Substantial completion is expected March 10, 2023.
- Furniture will be delivered March 13, 2023.
- Upper Grades playground pad was made ready by the Construction Manager and installation is being scheduled for mid to late February
- Construction punch list for Phase 1 is 98% complete
- 22 out of 949 punch list items open
- Commissioning on Plumbing – completed
- Commissioning on Electrical – completed
- Commissioning on Mechanical – 15 items
- Significant open items include:
 - HVAC controls (Air Craft, Inc.)
 - Concrete headwall at detention pond (February 10)
 - ADA ramp to lower grade playground (February 20)
 - New, wider gate for detention pond access
 - Sod installation (Begins February 10)
 - Skybridge damage repair (Pending retaining wall installation at cafe)
 - Canopy lights at gym entrance



Lago Vista HS Status

Highlights

- Construction punch list is 84% complete
- 100 of 623 punch list items open
 - 70 are room signs
 - 20 are sound-rated doors
- Significant open items include:
 - Acoustical-rated doors in fine arts addition (Architectural Division 8, Inc.)
 - Room signage (Corpus Christi Stamp Works)
 - Door hardware (McLarkin Group, LLC)
 - Door hardware (Weaver & Jacobs Constructors, Inc.)
 - Food service equipment commissioning (Mission Restaurant Supply)
 - Audio-visual systems (TFE)
 - Landscaping (Utz Environmental Services of Austin, LLC)
 - Asphalt drive behind weight room addition (February 20)
 - Securing expansion joints



Lago Vista MS Master Schedule





Lago Vista MS Addition/Renovation



Walkway Railing



Science Lab Renovation



Science Lab Renovation



Science Lab Renovation



Lago Vista MS Status

Highlights for Addition

- Phase 1 construction punch list is 98% complete
- 2 of 128 punch list items open
- Significant open items include:
 - HVAC Controls
 - Exterior Signage
- A/V System Owner Training
- Exterior work awaiting separate punch list inspection



Lago Vista ISD Monthly Construction Update February 2023



**Lockwood, Andrews
& Newnam, Inc.**
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WEAVER & JACOBS
CONSTRUCTORS, INC.

LAGO VISTA ISD
BOND  **2022**

Board Update
2/13/23



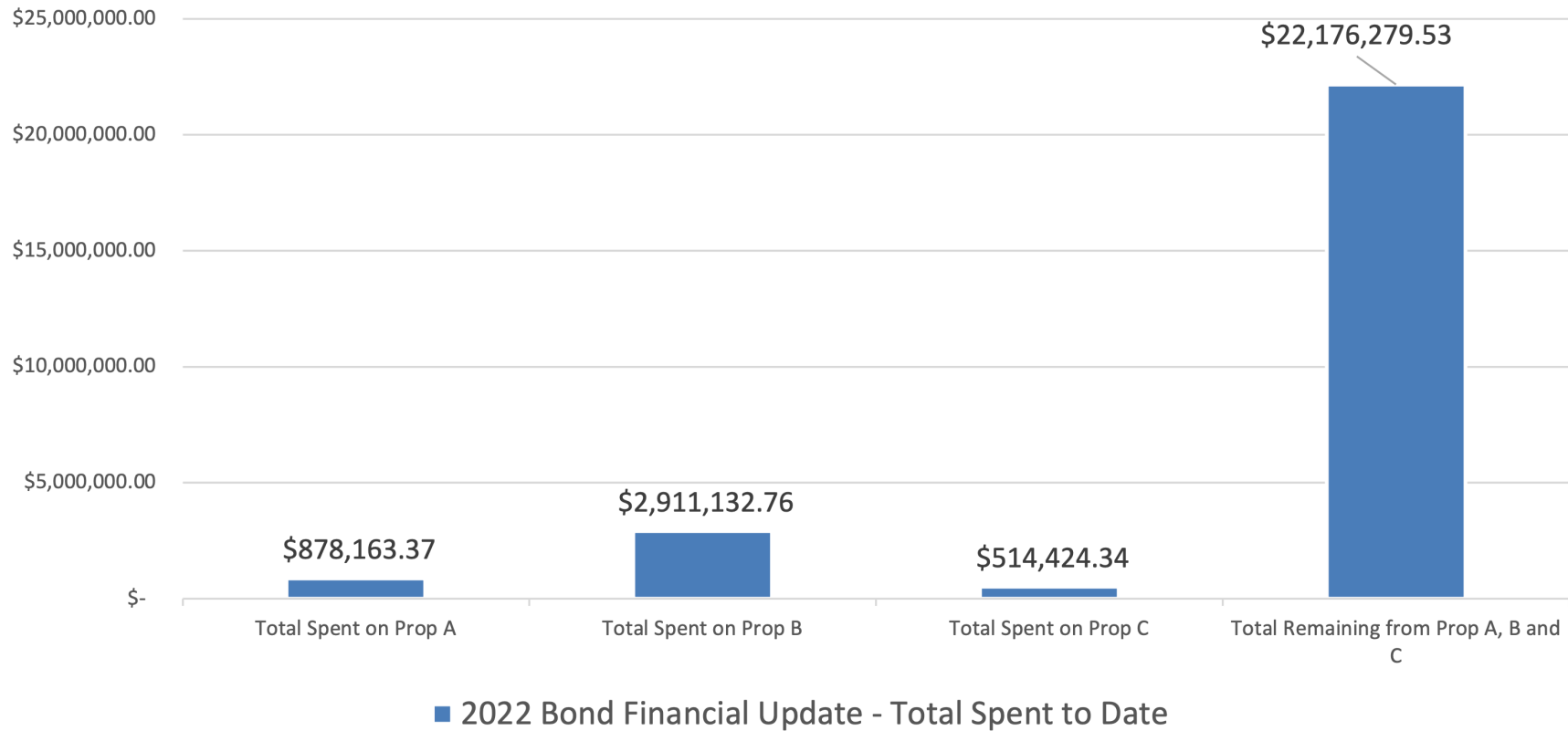
ACRONYMS (for reference)

	General Items		Design Terminology
CSP	Competitive Sealed Proposal	CD	Construction Documents
CMR	Construction Manager at Risk	DD	Design Development
EAPP	Edwards Aquifer Protection Plan	Env	Environmental
ES	Elementary School	ESA	Environmental Site Assessment
FEMA	Federal Emergency Management Agency	Geo	Geotechnical Investigation
HS	High School	OPC	Opinion of Probable Cost
IC	Impervious Cover	P&Z	Planning & Zoning
LOMR	Letter of Map Revision	RFP	Request for Proposal
MS	Middle School	SCS	Sewer Collection System
RZ	Recharge Zone (in Edwards Aquifer)	SD	Schematic Design
SAC	Student Activity Center	BB/SB	Baseball/Softball
SW	Stormwater	Surv	Survey (Boundary and Topographic)
TCEQ	Texas Commission on Environmental Quality	R13	Region 13 Education Service Center
WPAP	Water Pollution Abatement Plan	TIA	Traffic Impact Analysis

LAGO VISTA ISD
BOND 2022

Program Accounting - Actuals

2022 Bond Financial Update - Total Spent to Date



LAGO VISTA ISD
BOND 2022



Bond Projects Update



Lohman Ford Rd

Lohman Ford Rd

Bond Projects Update

1. Athletics Projects
2. SAC/Tennis

Project Updates - ATHLETICS

1. BB & SB field construction complete
2. BB/SB punchlist and final inspections pending
3. BB/SB Scoreboards scheduled for delivery February
4. Football/Soccer Field Cushdrain shock pad installed; turf installation underway; complete in February
5. Track resurface complete in February
6. Visitor Bleacher expansion this Spring
7. Home Bleacher expansion planning to begin work after Graduation to be complete by August
8. On schedule, Under budget

LAGO VISTA ISD
BOND 2022



POWERED by  **sledge**
ENGINEERING













Project Updates – SAC/Tennis

1. City site and building Permit still pending
2. Bids received; Award on this Board Agenda
3. Next steps:
 1. GMP Award Feb 13th Board Meeting
 2. Contracts executed
 3. Long-lead items ordered
 4. City permits issued
 5. Site, Utility, parking, tennis underway
 6. Building underway

LAGO VISTA ISD
BOND 2022

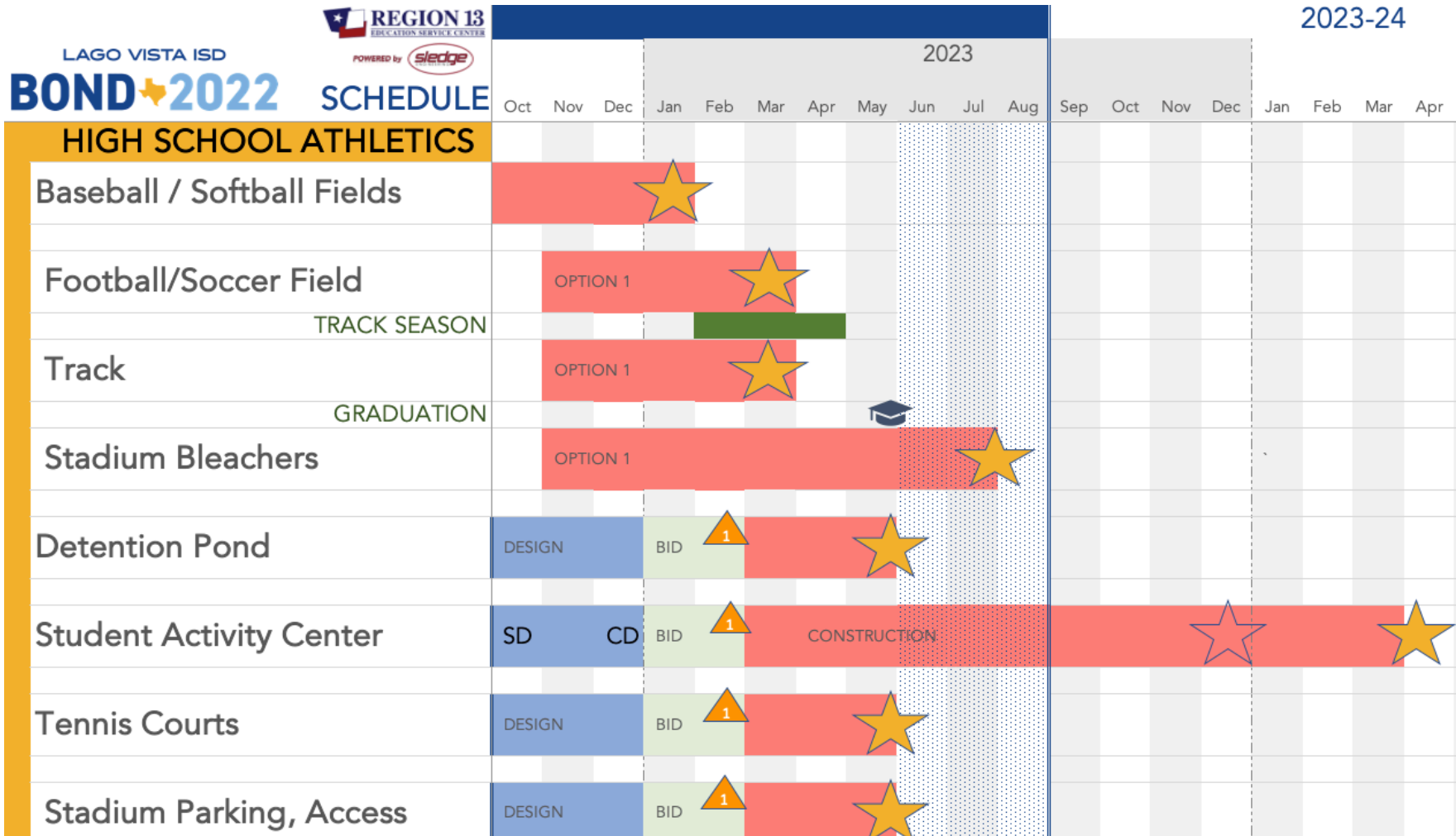


2022 BOND BUDGET

LAGO VISTA ISD BOND+2022 BUDGET				 REGION 13 EDUCATION SERVICE CENTER POWERED by 		PROP #A	PROP #B	PROP #C
				Delivery Method		CoOp/CMR	CoOp/CMR	CMR
						Stadium	Land, Tennis Courts, Baseball, Softball	Student Activiy Center
						Turf, track, Bleachers, Parking, Paths	4 tennis courts, Art Turf for ballfields	Restrooms for Tennis
TOTAL BOND = \$ 26,483,000 12/14/22 CELLS UPDATED						\$ 3,851,554	\$ 9,165,312	\$ 13,446,026
ITEM	NOTES:			CURRENT BUDGET	BUDGET	BUDGET	BUDGET	
Total ISD Direct Costs				\$ 4,500,000	\$ -	\$ 4,500,000	\$ -	
Total Soft Costs				\$ 1,098,509	\$ 123,116	\$ 264,849	\$ 1,190,544	
Total Util/Testing Costs				\$ 103,322	\$ 30,000	\$ 23,322	\$ 50,000	
Total Hard Costs(Non Construction)				\$ 215,574	\$ 25,000	\$ 105,574	\$ 85,000	
Total Construction Cost:				\$ 20,065,487	\$ 3,673,438	\$ 4,271,567	\$ 12,120,482	
TOTAL COSTS:				\$ 26,462,892	\$ 3,851,554	\$ 9,165,312	\$ 13,446,026	
Total Project Costs				\$ 26,462,892				
PROJECT FUNDING:								
2022 Bond:				\$ 26,483,000				
Interest Earned:				\$ 400,000				
Total Funding:				\$ 26,883,000				
Balance:				\$ 420,108				

LAGO VISTA ISD
BOND+2022

2022 BOND SCHEDULE



LAGO VISTA ISD
BOND 2022

Upcoming Items

- BB/SB Field Punchlists
- Football & Track ongoing
- SAC GMP Award
- SAC permitting
- SAC construction underway



Texas Association of School Boards

Legal Services

P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.3610 • 800.580.5345 • legal.tasb.org • legal@tasb.org

Serving Texas Schools Since 1949

Timeline for Budget/Tax Rate Adoption and Voter-Approval Tax Rate Elections

Published online in [TASB School Law eSource](#)

The dates below apply to school districts adopting their budgets and tax rates and conducting voter-approval tax rate elections (VATRE) in 2022. The year is included below if the date changes each year. Bracketed dates are provided for reference because an efficiency audit is not required currently under the disaster exception of Texas Education Code section 11.184(b-1). This exception allows, but does not require, a board to hold a VATRE without conducting an efficiency audit for two years after a disaster declaration by the governor.¹

TASB Legal Services' [School District Budget and Tax Rate Adoption in 2022](#) contains detailed information about each requirement and deadline below. For more information on voter-approval tax rate elections, see TASB Legal Services' [School District Voter-Approval Tax Rate Elections in 2022](#).

- **April 30:** Deadline for chief appraiser to certify estimate of district's taxable property values²
- **June 19:** Deadline for districts with July 1 fiscal year to prepare a proposed budget³
- **June 20:** Latest date for districts with July 1 fiscal year to publish Notice of Public Meeting to Discuss Budget and Proposed Tax Rate (Texas Comptroller's Form 50-280)⁴
- **June 30:** Deadline to adopt budget for district with July 1 fiscal year⁵
- **[July 8, 2022 (no later than 4 months before Election Day):** Select auditor for efficiency audit⁶]
- **July 18–August 1:** TEA data collection from districts regarding taxable property values and local exemption amounts for the preceding and current tax years⁷
- **July 25:** Deadline for chief appraiser to provide certified appraisal roll to district's tax assessor; if the appraisal review board has not approved the appraisal records by July 20, the chief appraiser must prepare and certify an *estimate* of taxable property value by July 25⁸
- **August 1:** Deadline for tax assessor to determine district property values and submit appraisal roll to the board⁹
- **August 5:** Deadline for TEA to issue preliminary maximum compressed tax rate (MCR) for each district¹⁰
- **10 Calendar Days after TEA approves preliminary MCR:**
 - Deadline to appeal preliminary MCR¹¹
 - If not appealed, preliminary MCR becomes final¹²

- **August 12, 2022:** Latest date for districts *planning a VATRE* to publish Notice of Public Meeting to Discuss Budget and Proposed Tax Rate (Texas Comptroller’s Form 50-280)¹³
- **August 20:** Deadline for districts with September 1 fiscal year to prepare a proposed budget¹⁴
- **August 21:** Latest date for districts with September 1 fiscal year to publish Notice of Public Meeting to Discuss Budget and Proposed Tax Rate (Texas Comptroller’s Form 50-280) *if not conducting a VATRE*¹⁵
- **August 22, 2022 (78th day before Election Day):** Deadline to order an election to be held on the November uniform election date; a district must adopt its budget and tax rate *before* ordering an election¹⁶
- **August 31:**
 - Deadline to adopt budget for district with September 1 fiscal year¹⁷
 - Deadline for TEA to issue final determination of MCR appeal¹⁸
- **September 30 or 60 days after receiving certified appraisal roll (whichever is later):** Tax rate adopted *before* the later of these dates if not conducting a VATRE¹⁹
- **[October 8, 2022 (no later than three months after auditor appointment):** Efficiency audit completed²⁰
- **[October 9, 2022 (no later than thirty days before Election Day):** Efficiency audit results posted on district website; before the VATRE, the board must hold an open meeting to discuss the results²¹
- **November 8, 2022 (First Tuesday after first Monday in November):** Uniform election date for VATRE²²

This document is continually updated at tasb.org/services/legal-services/tasb-school-law-essource/business/documents/timeline-for-budget-tax-rate-adoption-and-vatre.pdf. For more information on school law topics, visit TASB School Law eSource at schoolawesource.tasb.org.

This document is provided for educational purposes and contains information to facilitate a general understanding of the law. References to judicial or other official proceedings are intended to be a fair and impartial account of public records, which may contain allegations that are not true. This publication is not an exhaustive treatment of the law, nor is it intended to substitute for the advice of an attorney. Consult your own attorney to apply these legal principles to specific fact situations.

Updated March 2022

¹ Although Texas Education Code section 11.184(b) requires a board to conduct an efficiency audit before holding a VATRE, the board of a district located in an area declared a disaster area by the governor under Texas Government Code chapter 418 may hold a VATRE during the two-year period following the date of the declaration *without* conducting an efficiency audit. Tex. Educ. Code § 11.184(b-1). By [proclamation dated](#)



Lago Vista ISD
High School
Course Guide
2023-2024

Lago Vista Independent School Guide

High School Course Guide

LAGO VISTA HIGH SCHOOL

Stu Taylor, *Principal*

David Hilsenteger, *Assistant Principal*

Missy Howard, *Assistant Principal*

Lara Clark, *Coordinator for CCMR & CTE*

Dr. Sarah Shiver, *Counselor*

BOARD OF TRUSTEES

Laura Vincent, *President*

Greg Zaleski, *Vice President*

Isai Arredondo, *Secretary*

Jerrell Roque, *Trustee*

Rich Raley, *Trustee*

David Scott, *Trustee*

Kevin Walker, *Trustee*

SUPERINTENDENT OF SCHOOLS

Darren Webb

ADMINISTRATION

Dr. Suzy Lofton-Bullis, *Deputy Superintendent*

Tina Pasak, *Assistant Superintendent of Curriculum & Instruction*

Jason Stoner, *Director of Finance*

Heather Kercheville, *Director of Special Education*

Michelle Jackson, *Director of Student Support*

Russell Maynard, *Director of Technology*

Eric Holt, *Principal of Lago Vista Middle School*

Bonnie Sullivan, *Principal of Lago Vista Intermediate School*

Kerri Walker, *Principal of Lago Vista Elementary School*

Craten Phillips, *Athletic Director*

DISTRICT MISSION STATEMENT

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

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, (512) 267-8300.

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



LAGO VISTA INDEPENDENT SCHOOL DISTRICT

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

Dear Parents and Students,

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

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

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

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

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

Sincerely,

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

Dr. Suzy Lofton-Bullis
Deputy Superintendent
Lago Vista ISD

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Scheduling Information

Course Selection & Availability

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

The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections. If no alternates are indicated, a student will be placed in an elective that fits his/her schedule and graduation plan.

If needed, a student's course selection may be adjusted in order to meet graduation and endorsement requirements.

Schedule Corrections

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

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

Schedule corrections do not require a parent signature.

Consideration of Course Change Requests

After the initial student course selections are made during the spring semester, any request to change a course for reasons other than those listed above will only be considered in the event of a compelling educational circumstance and will require administrator approval and a parent confirmation. These requests must be submitted to the Counseling Office no later than **June 15th**. Course change requests submitted prior to the deadline will be considered in the order that they are received and will be subject to course availability and master schedule flexibility.

In order to schedule efficiently and effectively, student courses will not be changed to select different teachers, lunch periods, or an alternate elective. Please see the exit guidelines for high school College Readiness or AP courses for information on course-level changes.

General Information

Attendance

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. By failing to meet state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the student handbook for additional information.

Career & Technical Education Courses

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

Credits Earned in Middle School

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

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

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

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

Credit Recovery for Failed Courses

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

Students must be recommended by a school counselor and approved by the campus principal to be in the credit recovery class period. See a campus counselor for more information on credit recovery eligibility.

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

Eligibility Requirements for UIL Activities

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

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

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

Grading

Report cards are issued each nine weeks throughout the school year. In addition to report cards, the school also distributes interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for additional information.

The following letter and number grading scale applies to all mastery-related grade-levels:

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

Calculation of Semester Average

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

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

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

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

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

Calculation of Yearlong Average

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

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

Grade Averaging

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

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

Honor Roll

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

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

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

GPA and Class Rank

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

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

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

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

Grade Level Classifications

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

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

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

Language Other Than English (LOTE)

Substitutions

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

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

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

- English Language Arts;
- Mathematics;
- Science;
- Social Studies;
- Career and Technical Education; or
- Technology Applications.

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

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

NCAA Guidelines

The National Collegiate Athletic Association (NCAA) is an organization that determines if a high school athlete qualifies to receive scholarship monies from Division I or Division II colleges or universities. No university may award a scholarship to a student without the approval of the high school student's high school transcript by the NCAA.

Students who are interested in competing at the university level are encouraged to be well informed of the requirements for NCAA approval. Students should register with the NCAA at the Student Eligibility Center their junior year in high school and order an official transcript from Lago Vista ISD to be sent to the NCAA Clearinghouse. Final approval by the

NCAA for a scholarship will be made upon the receipt by the NCAA of a final graduated transcript sent by Lago Vista ISD the month after a student graduates from Lago Vista High School. The NCAA requires specific courses and grades as well as corresponding ACT or SAT test scores for approval. Please see the campus counselor for details. Student athletes should check with the NCAA Eligibility Center concerning their policy for accepting or rejecting summer school, CBEs, correspondence courses, Edgenuity courses, etc. at <http://www.eligibilitycenter.org>.

Personal Graduation Plans

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

Physical Education Substitutions

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

Required Instruction

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

Transcript of Credits

Many schools and colleges require students to submit a copy of their high school record before entering. If students plan to move to another school district, students should request the registrar to send the transcript to the student's new school at the time of withdrawal. If a student plans to attend college, the transcript should be requested sufficiently early for receipt by the college registrar before the end of July. Transcripts will be sent only by request. Students under the age of 18, who want their test scores sent to a college, must have a parent signature of approval.

Transfer Credit

A student who transfers into the District high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses

offered in the District and the grade point scale or weighted numerical grade average used for credit earned in the District. Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

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

Transfer Placement

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

A student enrolling from Texas nonpublic schools or from out of state or out of the country (including home schooling) will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. Students may be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

Unit Assessments & Semester Examinations

Lago Vista High School unit tests and semester examinations are not released to students in order to maintain the security of the items on these assessments. In order to view these tests, parents may contact the campus principal.

Student Services

Career & Technical Education

All students have the opportunity to enroll in Career and Technical Education (CTE) courses along with traditional core academic courses. CTE courses are designed to provide an authentic learning experience through academically rigorous and technology rich curriculum, and real-world applications. Ideally, students create balanced 4-year plans that include the best of both academic and CTE classes. Enrollment in CTE courses is open to all qualified students without regard to race, color, creed, religious affiliation, sex, or disability.

Emergent Bilingual Services

Each school district is required to offer an English as a Second Language (ESL) Program and shall provide each Emergent Bilingual (EB) the opportunity to be enrolled in the required program at his or her grade level. ESL programs include intensive instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In high school, the ESL Program shall be consistent with graduation requirements under Chapter 74.

Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition methods and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in second language acquisition methodology. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on adapting the instructional pacing and methods and accommodating materials for instruction.

Gifted and Talented Services

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

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

Section 504 Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Students determined by a properly convened 504 committee to have a physical or mental impairment that substantially limits a major life activity, thus a disability, are eligible for services under Section 504 and the ADA. Parents, teachers, administrators, or any other District employees who know of or suspect a student may have a disability, or may require special services, should contact the campus Section 504 Coordinator for information regarding evaluation and services.

Dyslexia Services

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

Special Education Services

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to

the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators, or any other District employee should contact a campus counselor for information concerning the special education referral process.

The District curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

Graduation Information

Preparation for Graduation

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

Foundation High School Program (FHSP)

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

Foundation High School Program (FHSP) Only

The FHSP without an endorsement (22 credits) can be considered at the beginning of the junior year. However, this requires that a meeting be held with the counselor, parent/guardian, and student to discuss post-secondary implications. The District requires completion of 6 credits (28 credits total) in addition to the number required by the state for graduation under the Foundation High School Program without an endorsement. Graduation under the FHSP without an endorsement shall be permitted only as authorized under state law and rules. Lago Vista ISD requires completion of a Change of Graduation Plan form for documentation purposes.

Foundation High School Program (FHSP) with Endorsement

The FHSP with an endorsement requires a minimum of 26 credits. Students must choose an "Endorsement," or area of concentration, upon entering the ninth grade. Achieved endorsements will be noted on high school diplomas. Students can earn an endorsement by successfully completing the "Program of Study" requirements in the endorsement areas. Please see the specific course requirements for each program of study area listed in the course guide. The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with an Endorsement.

Distinguished Level of Achievement

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an

endorsement and complete Algebra II. **Qualification for Automatic Admission (top 10%) to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.** The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with the Distinguished Level of Achievement.

Performance Acknowledgements

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript for outstanding performance in a dual credit course; in bilingualism and biliteracy; on a college AP exam or IB exam; on the PSAT, SAT, or ACT; and by earning a nationally or internationally recognized business or industry certification or license. A student earning a performance acknowledgment shall submit an application to have the performance acknowledgment added to his/her transcript (See Appendix).

Bilingualism and Biliteracy Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's transcript for outstanding performance in bilingualism and biliteracy by demonstrating proficiency in accordance with Lago Vista ISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
2. Satisfying one of the following:
 - Completion of a minimum of 3 credits in the same language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more languages other than English through one of the following methods:
 - o A score of 3 or higher on a College Board AP exam for a language other than English; or
 - o A score of 4 or higher on an IB exam for a higher-level language other than English course; or
 - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

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

Dual Credit Performance Acknowledgement

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

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

AP Performance Acknowledgement

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

College Entrance Exam Performance Acknowledgement

A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

1. Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
2. Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
3. Earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
4. Earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

Business or Industry Certification or License Performance Acknowledgement

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

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

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

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

Certifications or licensures for performance acknowledgements shall:

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

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

As required by Texas Education Code, TEC §101.3022. Assessment Requirements for Graduation, students will take the State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) exams as near to completion of the following courses to meet graduation requirements for the state of Texas: English I, English II, Algebra 1, Biology and U.S. History. In order to graduate, a student must meet or exceed satisfactory performance on each STAAR end-of-course (EOC) assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments. STAAR EOC retest opportunities will be available for students who did not meet the passing standard on one or more of the exams. Retests will be offered during the summer, fall and spring of each year.

Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content area preparatory class and take an end-of-course assessment for that course. Qualifying scores on specific college readiness exams including AP, IB, PSAT/NMSQT®, ACT Aspire™, SAT® or ACT® scores may be substituted for a STAAR End of Course exam to meet graduation requirements and receive a diploma in Texas, but only if the student has attempted the STAAR EOC at least one time and has not met the passing requirement. Students may check with their counselor to see if they are eligible for a substitution.

For students receiving Special Education services and have not met the passing standard on one or more of the STAAR EOC exams, the ARD committee will determine whether the student shall continue to retest to meet the passing standard on the applicable EOC. Students must attempt each STAAR EOC at least one time before the ARD committee may discuss retest options.

According to Senate Bill 149, passed in April 2015, a student who has taken but failed to achieve the EOC assessment graduation requirements for no more than two courses may graduate if granted a recommendation from the campus Individual Graduation Committee (IGC). In order to be eligible for IGC consideration, the student should continue to retest at every eligible opportunity.*

**Please note that EL students within their first three years in US Schools, who exercise the English I Special Provision,*

must include that assessment as one of the two assessments not meeting passing standards for IGC consideration.

Armed Services Vocational Aptitude Battery (ASVAB) Opportunity

The Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program facilitates career planning and exploration, combining a multiple-aptitude test with an interest self-assessment and wide range of career exploration tools. The test is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. The test is FREE and is offered to all interested 10th - 12th grade students each school year. A student does not need to join the military to take the ASVAB. Results from the test are shared with the individual student and campus only

Financial Aid Application Requirement

Pursuant to HB 535, before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or, if applicable, a Texas application for state financial aid (TASFA). This applies beginning with students enrolled at the 12th grade level during the 2021-2022 school year. For more information, please see the campus counselor.

Early Graduates

To pursue early graduation, a student must make a written request. Early graduation requirements include parent and principal approval, and a meeting with the counselor to file a written early graduation plan. Students requesting to graduate early must complete the Foundation with Endorsement Plan or higher. To be eligible to graduate early, a student shall complete all coursework and state-mandated testing required of the ninth grade class in which he or she begins high school. A student who completes the high school program in fewer than four years shall be ranked in the class with which he or she actually graduates. Early graduates shall not be eligible for valedictorian or salutatorian honors.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District calculates class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law.

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

The valedictorian and salutatorian shall be the eligible students with the highest- and second-highest ranking as

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

Advanced Academic Courses

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as College Readiness (formerly Pre-AP), Advanced Placement, Dual Credit, or OnRamps. In these courses, students will develop the skills, habit of mind, and concepts needed to succeed in college. The depth of material in advanced academic courses often requires students to read and write extensively in and out of class.

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

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

Characteristics for Success in Advanced Courses

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

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

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

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

How Many Advanced Courses Should a Student Take?

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

College Readiness (Formerly Pre-AP) Courses

College Readiness courses are designed to challenge students beyond grade-level academic work and to prepare students for college-level courses. It is recommended, but not required, that students wishing to take AP, OnRamps, and Dual Credit courses participate in College Readiness courses. To this end, the district has developed an inclusive enrollment model for College Readiness courses. Students are encouraged to access the more rigorous coursework in which they can be successful, which is generally defined as earning a C or better for the semester average.

College Readiness courses at the high school include activities and strategies designed to engage students in active, high-level learning. Depth of material requires students to read and write extensively in and out of class.

Advanced Placement (AP) Courses

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

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

AP Examinations & Fees

Taking the Advanced Placement exams is an important part of all AP courses. Lago Vista High School desires that all students take AP exams for the AP classes that they have taken. The student is responsible for the cost of all fees for Advanced Placement examinations. Fees are greatly reduced for students with proven financial need as evidenced through the free or reduced lunch program.

Students needing financial assistance for examination fees should contact the campus Advanced Placement coordinator. **Note: Students must take the corresponding Advanced Placement (AP) examination in order to receive the additional weighted GPA multiplier.**

AP Capstone™ Program

College Board's AP Capstone™ is an innovative diploma program that allows students to develop the skills for future college success: research, collaboration, and communication. The program includes a two-course sequence: AP Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone™ complements the in-depth, subject-specific rigor of Advanced Placement courses and exams. Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing, will receive the AP Capstone

Diploma™. Students who earn scores of 3 or higher on the two AP Capstone™ exams but do not take or earn qualifying scores on four additional AP Exams will receive the AP Seminar™ and Research Certificate™.

Dual Credit Courses

Lago Vista ISD provides opportunities for students to earn college credit through the Austin Community College dual credit program. In order to enroll in college credit courses, students must meet eligibility and enrollment requirements at the participating institution. See **College Credit Programs** for more information.

OnRamps Courses

OnRamps courses allow students enroll in a yearlong course taught by their high school teacher for high school credit with the option to qualify for and earn college credit through UT-Austin. In order to enroll in college credit courses, students must meet eligibility and enrollment requirements at the participating institution. See **College Credit Programs** for more information.

Grading Policies for Advanced Academic Courses

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

Exit Guidelines for Advanced Academic Courses

The following guidelines apply for any student who wishes to exit an advanced academic course after June 15th. Prior to any consideration to exit an advanced academic course:

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

A student requesting to exit an advanced academic course must petition the campus counselor in writing with a parent signature. The petition for exit will be considered during an exit conference with a campus administrator, the campus counselor, the student, the student's parent, and teacher. The campus decision regarding whether to grant the petition to exit an advanced academic course must consider:

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

A student experiencing success (able to maintain a C or better for the semester average) should remain in the course,

unless there are other extenuating circumstances. A student who earns an “F” at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

Summer Assignments

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

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

Required pre-course assignments are necessary because:

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

A student who enrolls in an advanced course is responsible for accessing the summer assignments on the Lago Vista High School website.

Works Selection

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

Accessing Materials

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

New and Transfer Students

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

College Credit Programs

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

An Important Note About Earning College Credit

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

Credit Obtained through College Programs

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

The courses that are currently offered for dual credit with UT-Austin and Austin Community College are included in this guide. This list is subject to change. Students should check with the campus counselor for the most up-to-date list of courses. It is the student’s responsibility to check with colleges and universities to ensure acceptance of specific college credit courses.

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

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

Colleges and FERPA

Under the Family Educational Rights and Privacy Act (FERPA), students are the guardians of their college academic records. Once a student attends an institution of higher education, regardless of age, FERPA rights related to those educational records transfer from the parent to the

student. FERPA stipulates that parents of a student attending an institution of higher education have no inherent rights of access to the students' education records. However, there are provisions that allow a student to give written permission for their parents to access their education record at the college or university in which they are enrolled.

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

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

Disability-Related Accommodations at the Post-Secondary Level

It is very important to note that neither high school IEPs nor 504 plans "follow" students to the post-secondary level. The Individuals with Disabilities Act (IDEA), the law that governs special education, applies only to students from Pre-K through high school. And while Section 504 and the Americans with Disabilities Act (Title II) apply to both school districts and postsecondary institutions, the responsibilities of postsecondary schools and programs differ significantly from those of school districts. Post-secondary institutions and programs do not have to provide accommodations that would "fundamentally alter" or modify the educational program or academic requirements essential to the program of study. Thus, students with disabilities are expected to demonstrate the same level of understanding of course material and meet the same minimum skill performance standards as all other students. Accommodations identified as reasonable according to the disability diagnosed and supporting documentation provided are available to students who are determined eligible. It is the student's responsibility to request disability-related accommodations in post-secondary programs and courses. Students should check the requirements and deadlines for disability-related accommodations.

Texas Success Initiative Assessment Information

TSI or the Texas Success Initiative is a college readiness standard that must be met by each student who will attend a Texas public college or university. Students must meet TSI requirements in order to enroll in dual credit courses through Austin Community College. TSI may be met through scores on SAT and ACT and also by meeting score standards on the

TSI test. Please contact the individual college or university to see what tests are required and/or accepted. Arrangements to take the TSI assessment can be made through Austin Community College.

UT-Austin OnRamps College Credit Program

OnRamps is a pioneering dual enrollment college credit program coordinated by The University of Texas at Austin. Combining pedagogy, curriculum, and technology, OnRamps provides a University of Texas at Austin quality experience for high school and community college students throughout the state of Texas. OnRamps courses feature face-to-face classroom instruction coupled with online materials and activities that support learning in and outside of the classroom. Each OnRamps course aligns with an existing equivalent course at The University of Texas at Austin, using innovative pedagogies that train students for higher-order cognitive activities, such as problem solving and application that post-secondary success requires. OnRamps also prepares teachers from across the state of Texas to facilitate UT-designed learning experiences in their classrooms that are designed to accelerate students' success. Teachers are paired with staff at the University for one-on-one support.

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

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

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

UT-Austin OnRamps – High School Credit Only

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

UT-Austin OnRamps Tuition & Fees

The State of Texas budget appropriation no longer covers all of the costs for OnRamps enrollment. Currently, Lago Vista ISD supplements remaining OnRamps tuition & fees for students. Locally subsidized OnRamps funding is subject to the capacity of and the approval of the annual budget.

Austin Community College Dual Credit Program

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

Enrollment in ACC Dual Credit

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

ACC Dual Credit Tuition & Fees

Lago Vista ISD is located within the Austin Community College service area; however, the District is not located within the Austin Community College taxing district. All ACC dual credit students residing outside the ACC taxing district and within the ACC service area are charged a \$150 per-course fee for courses taken at ACC for up to 12 courses per student, after which regular tuition and fees will be charged. This 12 course tuition and fees reduction may only be applied to college credit courses that are a part of the ACC core curriculum, workforce courses leading to a certificate or associate of applied science degree, foreign languages, and KINE 1304/1305. All remaining ACC courses will be assessed regular tuition and fees according to the student’s residency. This policy is subject to change, so students are encouraged to contact ACC to confirm tuition.

Students are urged to review payment information carefully during registration for ACC dual credit courses. Financial assistance for tuition and fees for ACC dual credit may be available for students who demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Failure to pay for your ACC course registration by the deadline will result in being dropped from your dual credit class. A high school course will be placed in your schedule. Students may be required to purchase textbooks.

ACC Dual Credit Schedule Changes

Schedule changes can be made for ACC dual credit courses during the designated add/drop period for each semester. Classes dropped after the add/drop period has ended will

count as a tuition waiver used. Classes dropped after the official reporting date for a session will record as a “W” on official college records and may impact satisfactory academic progress (SAP) for future financial aid eligibility. If you have questions about your SAP status, contact ACC.

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

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

ACC Dual Credit Grade Conversion

A student who earns credit in high school through articulated dual credit at ACC shall receive the numerical grade that was earned in the course.

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

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

Students enrolled in ACC dual credit courses must submit an official transcript to the District in order to receive high school credit if they do not allow ACC to report the credit for them.

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

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



Lago Vista ISD Articulated College Credit Pathways

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

High School Course	Fall Semester		Spring Semester	
	Course Number	Course Title	Course Number	Course Title
OnRamps Foundations of Arts & Entertainment Technologies (Audio Video Production II)		OnRamps Foundations of Arts & Entertainment Technologies – <i>Non-Dual Credit Semester</i>	AET 304 Texas Core Code: 050 (UT-Austin) [3 hours]	OnRamps Foundations of Arts & Entertainment Technologies
OnRamps Chemistry (Science, Institution of Higher Education Endorsed)		OnRamps Chemistry – <i>Non-Dual Credit Semester</i>	CHEM 1311/CH 301 (UT-Austin) [3 hours] CHEM 1111/CH 104N (UT-Austin) [1 hour]	College Chemistry: Principles of Chemistry I College Chemistry: Introduction to Chemical Practices I (Lab)
OnRamps College Algebra (Algebra II)		OnRamps College Algebra – <i>Non-Dual Credit Semester</i>	MATH 1314/ M 301 (UT-Austin) [3 hours]	OnRamps: College Algebra
OnRamps English (English III)	ENGL 1301/ RHE 306 (UT-Austin) [3 hours]	OnRamps: Introduction to Rhetoric: Reading, Writing, and Research	ENGL 1302/ RHE 309K (UT-Austin) [3 hours]	OnRamps: Reading and Writing and Rhetoric of American Identity
OnRamps Physics (Physics)		OnRamps Physics I – <i>Non-Dual Credit Semester</i>	PHYS 1301/ PHY 302K (UT-Austin) [3 hours] PHYS 1101/102M (UT-Austin) [1 hour]	OnRamps: Mechanics, Heat, and Sound: General Physics Technical Course I Lab for Mechanics, Heat, and Sound (Lab)
OnRamps Precalculus (Precalculus)		OnRamps Precalculus – <i>Non-Dual Credit Semester</i>	MATH 2312/M 305G (UT-Austin) [3 hours]	OnRamps: Discovery Precalculus: A Creative and Connected Approach
OnRamps Statistics (Statistics & Business Decision-Making)		OnRamps Statistics – <i>Non-Dual Credit Semester</i>	MATH 1342/ SDS 301 (UT-Austin) [3 hours]	OnRamps: Elementary Statistical Methods

AP or Dual Credit?

AP Considerations

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

Dual Credit Considerations

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

Earning College Credit & the Law

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

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

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

Alternate Methods for Earning College Credit

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

Transfer Credit for Independent Co-Enrollment

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

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

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

ACC Course	Title	HS Equivalent	Credit
ECON 2301	Principles of Macroeconomics	Economics	.5
ENGL 1301	Composition I	English IV (Must take 1301 + 1302 + 2322)	1
ENGL 1302	Composition II		
ENGL 2322	British Literature: Anglo-Saxon Through 18th Century		
GOVT 2305	US Government	U.S. Government	.5
HIST 1302	U.S. History II (from 1877)	U.S. History	1
HPRS 1206	Essentials of Medical Terminology	Medical Terminology	1
MATH 1314 or 1414	College Algebra	Algebra II	1

ACC Course	Title	HS Equivalent	Credit
MATH 2412	Precalculus - Functions and Graphs	Precalculus	1
MATH 1342	Elementary Statistics	Statistics	1
PHYS 1401	General College Physics I	Physics	1
PSYC 2301	Introduction to Psychology	Psychology	.5
SOCI 1301	Introduction to Sociology	Sociology	.5

Students are responsible for ensuring that all prerequisites are met for courses taken through independent co-enrollment.

Co-Enrollment for College Credit Only

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

Alternate Methods for Earning HS Credit

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

Credit by Examination (CBE)

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

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

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

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

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

Credit by Examination for Acceleration (Without Prior Instruction)

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received. A student wishing to accelerate in a subsequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course. The cost of any examination taken without prior instruction will be the responsibility of the student.

Credit by Examination with Prior Instruction

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

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

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

Texas Virtual School Network

During the 80th Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The Texas Virtual School Network (TxVSN) first offered courses to students in Texas districts and open enrollment charter schools beginning January 2009. Courses offered for grades 8-12 ensure 100%

alignment with the Texas Essential Knowledge and Skills as well as the [iNACOL](#) National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN. Tuition and fees for TxVSN courses will be the responsibility of the student and parent. According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, the District may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements. You may visit the TxVSN website at <http://www.txvsn.org/> for more information.

Summer School/Semester

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Certain courses are offered through the District during summer school for credit recovery through Edgenuity. Tuition is set by the District and is charged for each summer course. Contact the campus counselor for more information.

Credit Recovery

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

Grade Point Average Information

A student's cumulative Grade Point Average (GPA) is calculated at the end of each semester beginning with the end of the first semester of a student's freshman year. The student's GPA is updated at the end of each semester and is calculated by averaging the final grades for each course taken. Lago Vista ISD calculates an unweighted and a weighted grade point average. The unweighted GPA is on a 4.0 scale. The weighted GPA is on a 5.0 scale and is used to determine class rank. On the weighted scale, students receive additional weight in their grade point average for taking College Readiness (formerly Pre-AP), AP, Dual Credit, and OnRamps courses.

Transfer Credit

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

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

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

Transfer Credit for Independent Co-Enrollment College Courses

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

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

Unweighted 4-Point Grade Point Average

The college 4-point or unweighted GPA is calculated for all students and is the cumulative average of semester grades, including courses that are taken more than once, regardless of credit awarded. Any high school semester average earned, including high school courses taken in junior high, will be calculated into a student's unweighted or college GPA.

Lago Vista ISD uses a standard 4.0 scale to calculate unweighted GPA and does not take into account the level of the class. Semester averages with a "P" in a Pass/Fail course will be calculated as an "A" in the student's unweighted or college GPA. *Note: A student's weighted GPA determines a student's rank. The unweighted 4-point GPA does not count towards rank and is only calculated as a convenience for students.*

100-point scale	Grade on a 4-point scale
100—90	4
89—80	3
79—75	2
74—70	1
Below 69	0

Weighted Grade Point Average

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

Calculating the Weighted Grade Point Average

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

Exceptions from Weighted GPA

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

Weighted Rank Grade Point Average Categories

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

<u>Category</u>	<u>Weight</u>	<u>GPA scale</u>
Level IV <i>AP with Exam</i>	multiplied by 1.25	5.00
Level III <i>AP, OnRamps, Dual Credit</i>	multiplied by 1.20	4.80
Level II <i>College Readiness</i>	multiplied by 1.10	4.40
Level I <i>Regular</i>	multiplied by 1.00	4.00

AP Course Weight With and Without Taking the Examination

In order to receive the 1.25 weighted GPA multiplier, students enrolled in Advanced Placement (AP) courses are required to take the corresponding AP examination.

The student is responsible for the cost of all fees for Advanced Placement examinations. Fees are greatly reduced for students with proven financial need as evidenced through the free or reduced lunch program.

Any student taking AP classes, but not taking the corresponding exam, will not have fulfilled the requirements to receive the 1.25 GPA multiplier.

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

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

- A student who does not take the corresponding AP exam will not have fulfilled the requirements to receive the 1.25 GPA multiplier. If any credit is earned, the student will receive the 1.20 GPA multiplier.

College Admissions

College Entrance Exams

Colleges and universities weigh admissions decisions, in part, based on the student performance on the ACT and/or SAT exams. SAT/ ACT exam scores are not only used for admissions criteria; these scores can be used to determine scholarship and financial awards. All Lago Vista ISD students have exposure to the PSAT family of assessments in 8th–11th grade. From this testing opportunity, students are provided feedback in terms of strengths and weaknesses on skills needed to be successful on the SAT/ACT.

It is recommended that students, beginning in their junior year, take admissions exams to demonstrate their readiness for college level work. The first step in preparation is researching target schools to determine SAT/ACT admission score requirements. Setting score goals prior to testing combined with a focused practice plan using Khan Academy, preparatory resources from SAT/ACT as well as accessing practice exams offered throughout the school year to best prepare students. Lago Vista ISD offers free SAT School-Day testing to all juniors in the spring.

Texas Success Initiative (TSI)

The Texas Success Initiative Assessment (TSIA) is part of the Texas Success Initiative (TSI) enacted by the Texas State Legislature and is designed to determine a student’s readiness for college-level coursework in the general areas of reading, writing, and mathematics. Students who do not meet TSI standards upon graduation will be required to pass developmental courses at the college they are attending in order to start college-level coursework. Developmental courses are costly and do not count towards degree completion.

TSI standards for available assessments are listed below:

- TSI for SAT is a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) and 530 on Math.
- TSI for ACT is a composite score of 23 with a minimum of 19 on both English and Math.
- TSI for TSI Assessment (TSIA) is a minimum score of 351 on Reading, 350 on Mathematics, an Essay Score of 4 with a 340-390 on the Writing multiple choice OR an essay score of 5 with a 310- 339 on the Writing multiple choice. NOTE: TSIA 2.0 launched in January 2021. New scores will be a minimum Essay Score of 5 and College Readiness Classification (CRC includes reading and writing) multiple choice score of 945 or CRC multiple choice score of 910 with Diagnostic Level 5-6, and minimum score of 950 on Math or 910 with Diagnostic Level 6.

Lago Vista ISD would like every Lago Vista High School senior who graduates to have met these standards prior to graduation. Students who do not meet Texas Success

Initiative (TSI) standards upon graduation will be required to pass developmental courses at the college they are attending in order to start college-level coursework.

Texas Success Initiative Assessment (TSIA)

The TSIA Assessment (TSIA) is designed to help Texas institutions determine if students are ready for college level coursework in reading, writing, and math. Lago Vista ISD administers the TSIA to any interested student for college placement as required by Texas public colleges and universities. For more information, please visit <http://www.thecb.state.tx.us/tsi>.

College Preparatory Courses through Texas College Bridge

If a student has NOT met the TSIA requirement to enroll in college-level course work, students may choose to enroll in College Preparatory English Language Arts and/or College Preparatory Mathematics through a District partnership with Texas College Bridge. Students who successfully complete all of the requirements for the college preparatory courses will qualify for a 2-year TSI exemption at over 80 colleges and universities across Texas. For more information, please visit <https://texascollegebridge.org/>.

Texas College Bridge may be used to help students meet the college readiness indicators required for Senior Release. See Appendix D for more information.



Texas Public University Automatic Admissions

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

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

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

Notification of Eligibility

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

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

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

- Have earned a grade point average in the top 10 percent of the student's high school graduating class; AND
- Have earned the Distinguished Level of Achievement under the Foundation High School Program; or
- Have satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent. (Students should check with universities for updated score requirements on the new SAT®.); AND
- Apply for admission to a state college or university within the first two school years after graduation from high school.

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 admission.
- 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 on the Foundation Program.
- Take the required (SAT or ACT) college entrance exams; AND submit the scores to the college(s) to which they are seeking admission.

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

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

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

Automatic Admissions at UT-Austin

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

The University of Texas at Austin has determined that it will automatically admit all eligible Summer/Fall 2023 applicants who rank within the top 6% of their high school.

The Texas Higher Education Coordinating Board was responsible for creating rules for this new admissions policy and adopted the “top 10 percent” rules in October 1997. For more information, see Appendix A.

College Financial Aid Applications

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

FAFSA and TASFA

The Free Application for Federal Student Aid (FAFSA) is available at www.FAFSA.ed.gov beginning October 1 of each year. It is an online application that should be completed during a student’s senior year in high school. Completing a FAFSA may qualify a student for federal student loans, grants, the work-study program, scholarships and student/parent loans (subsidized & unsubsidized). Additionally, many universities require the FAFSA be filled out to be eligible for scholarship opportunities at the college or university.

Families may submit the FAFSA as early as October 1 of the student’s senior year. Most universities have a FAFSA priority deadline. Texas General Academic Teaching Institutions have a priority deadline of January 15th for FAFSA submission.

Students should check the FAFSA deadline for each school to which they apply.

The FAFSA should be completed if you are a:

- U.S. Citizen
- Permanent U.S. resident with an Alien Registration Card (I-551)
- Conditional permanent U.S. resident with visa type I-551C
- Eligible noncitizen with an Arrival/Departure Record (I-94) showing you as a: (a) Refugee (b) Asylum granted (c) Parolee (d) Cuban-Haitian entrant.

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

The TASFA is the Texas Application for State Financial Aid and is an alternative to the FAFSA for undocumented students in Texas. Texas allows undocumented students to apply for state financial aid and state tuition under certain conditions. The TASFA needs to be completed during the

senior year in high school. It is currently only available in paper form at the College for All Texans website (<http://www.collegeforalltexans.com>). See your counselor for additional information on FAFSA and TASFA.

House Bill 3 passed by the Texas Legislature requires students in the beginning with the class of 2022 to complete one of the following as a requirement for graduation:

- Complete and submit a FAFSA
- Complete and submit a TASFA
- Complete a signed opt-out form

TEXAS Grant

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

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

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

AP Capstone™

Advanced Placement Capstone Diploma™ Program

What is the AP Capstone™ Diploma Program?

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone™ culminates with two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone™ program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone™ program develops.

How AP Capstone™ Works

Students in the AP Capstone™ Program take 4 self-selected AP courses and exams at any point throughout high school. Additionally, students must take the AP Seminar course and exam, as well as the AP Research course and exam. Students typically take AP Seminar in grade 10 or 11, followed by AP Research.

Program Completion

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Benefits of the AP Capstone™ Program: Stand Out in College Admissions

AP Capstone™ candidates stand out:

- On college applications and essays because they demonstrate critical thinking, communication, and research skills associated with AP Capstone™.
- In college interviews because of the confidence, expertise, and passion they show when they talk about their unique academic projects.
- To college admission officers, who recognize that AP Capstone™ students know how to build evidence-based arguments, apply research methods, work in teams, deliver professional presentations, and complete long-term academic projects.

Interested in Applying?

Please complete the application in the appendix of this course guide and submit it to the campus counselor no later than May 1st!

Class Rank GPA Multiplier Chart

Actual Grade	Unweighted College 4-Point GPA (NOT USED FOR RANK)	1.0 <u>Level I</u> General Education	1.1 <u>Level II</u> College Readiness (Formerly Pre-AP)	1.2 <u>Level III</u> Dual Credit/OnRamps/ Advanced Placement*	1.25 <u>Level IV</u> Advanced Placement w/Exam
100	4.0	4.0	4.40	4.80	5.00
99	4.0	3.9	4.29	4.68	4.88
98	4.0	3.8	4.18	4.56	4.75
97	4.0	3.7	4.07	4.44	4.63
96	4.0	3.6	3.96	4.32	4.50
95	4.0	3.5	3.85	4.20	4.38
94	4.0	3.4	3.74	4.08	4.25
93	4.0	3.3	3.63	3.96	4.13
92	4.0	3.2	3.52	3.84	4.00
91	4.0	3.1	3.41	3.72	3.88
90	4.0	3.0	3.30	3.60	3.75
89	3.0	2.9	3.19	3.48	3.63
88	3.0	2.8	3.08	3.36	3.50
87	3.0	2.7	2.97	3.24	3.38
86	3.0	2.6	2.86	3.12	3.25
85	3.0	2.5	2.75	3.00	3.13
84	3.0	2.4	2.64	2.88	3.00
83	3.0	2.3	2.53	2.76	2.88
82	3.0	2.2	2.42	2.64	2.75
81	3.0	2.1	2.31	2.52	2.63
80	3.0	2.0	2.20	2.40	2.50
79	2.0	1.9	2.09	2.28	2.38
78	2.0	1.8	1.98	2.16	2.25
77	2.0	1.7	1.87	2.04	2.13
76	2.0	1.6	1.76	1.92	2.00
75	2.0	1.5	1.65	1.80	1.88
74	1.0	1.4	1.54	1.68	1.75
73	1.0	1.3	1.43	1.56	1.63
72	1.0	1.2	1.32	1.44	1.50
71	1.0	1.1	1.21	1.32	1.38
70	1.0	1.0	1.10	1.20	1.25

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

Weighted Course Chart for Students

This list is for guidance purposes only. All courses may not be offered every year.

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

AP Biology	AP English IV	AP Seminar	AP US Government
AP Calculus AB	AP Macroeconomics	AP Spanish IV	AP US History
AP Calculus BC	AP Music Theory	AP Spanish V	
AP Computer Science	AP Research	AP Studio Art	

OnRamps (1.20 Multiplier)

OnRamps Foundations of Arts & Entertainment Technologies	OnRamps College Algebra	OnRamps Physics	OnRamps Statistics
OnRamps Chemistry	OnRamps English	OnRamps Precalculus	

College Readiness [Formerly Pre-AP] (1.10 Multiplier)

CR Biology	CR English II	CR Spanish III	
CR Chemistry	CR Geometry	CR World History	
CR English I	CR Spanish II	G/T Independent Study Mentorship	

General Education (1.0 Multiplier)

Algebra I	College Prep Advanced Quantitative Reasoning	Money Matters	US Government
Algebra II	Debate I-IV	Physics	US History
Algebraic Reasoning	Economics	Professional Communications	World Geography
Anatomy & Physiology	English I – IV	Scientific Research & Design	World History
Art I-IV	Geometry	Spanish I - II	Yearbook I-III
Biology	Integrated Physics and Chemistry (IPC)	Sports Medicine I-III	All Career & Technology Courses
Chemistry	Journalism I-III	Statistics & Business Decision-Making	All Other Courses Not Excluded Per Policy
College Prep English IV	Lifetime Nutrition & Wellness	Theater I-IV	

Foundation High School Program Graduation Plan Side-by-Side

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

*Lago Vista ISD requirement in order to meet State-required curriculum elements.

Foundation High School Program (FHSP) Endorsement Programs of Study

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

Recommended Course Sequence Options

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

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

Business & Industry Endorsements: Agriculture, Food & Natural Resources

	<i>Plant Science</i>	<i>Applied Agricultural Engineering</i>
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 Credit	Professional Communications	Professional Communications
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	Lifetime Nutrition & Wellness
Money Matters 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Principles of Agriculture, Food, & Natural Resources Floral Design Advanced Floral Design Advanced Plant and Soil Science	Agricultural Mechanics and Metal Technologies Agricultural Structures Design and Fabrications Practicum in Agriculture, Food, and Natural Resources (2.0)
Recommended Electives	Other Electives	Principles of Agriculture, Food, & Natural Resources
LVISD Requires 28 Credits to Graduate	28 Credits	

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

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

Business & Industry Endorsements: Arts, A/V Technology, & Communications		
	Digital Communications	
English 4 Credits	English I English II English III 4th Year English	
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	
Speech .5 Credit	Professional Communications	
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	
Money Matters 1 Credit		
Fine Arts 1 Credit	Fine Arts I	
PE 1 Credit	PE	
LOTE 2 Credits	Spanish I Spanish II	
Coherent Sequence	A/V Production I A/V Production II/OnRamps Arts & Entertainment Technologies Practicum in Audio/Video Production (2.0)	
Recommended Electives	Other Electives	
LVISD Requires 28 Credits to Graduate	28 Credits	

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

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

Business & Industry Endorsements: Business, Marketing, & Finance

Business & Industry Endorsements: Business, Marketing, & Finance		
	<i>Marketing & Sales</i>	
English 4 Credits	English I English II English III 4th Year English	
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	
Speech .5 Credit	Professional Communications	
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	
Money Matters 1 Credit	Money Matters	
Fine Arts 1 Credit	Fine Arts I	
PE 1 Credit	PE	
LOTE 2 Credits	Spanish I Spanish II	
Coherent Sequence	Principles of Business, Marketing, & Finance Marketing Fundamentals of Real Estate Social Media Marketing/Advertising	
Recommended Electives	Statistics and Business Decision Making	
LVISD Requires 28 Credits to Graduate	28 Credits	

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

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

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

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

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

Business & Industry Endorsements: Hospitality & Tourism		
	Culinary Arts [Beginning 2022-2023]	
English 4 Credits	English I English II English III 4th Year English	
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	
Speech .5 Credit	Professional Communications	
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	
Money Matters 1 Credit	Money Matters	
Fine Arts 1 Credit	Fine Arts I	
PE 1 Credit	PE	
LOTE 2 Credits	Spanish I Spanish II	
Coherent Sequence	Introduction to Culinary Arts Culinary Arts (2.0) Advanced Culinary Arts (2.0)	
Recommended Electives	Other Electives	
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

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

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

Public Service Endorsements		
	Health Care Therapeutics: EMT	Health Care Therapeutics: CNA [Beginning 2022-2023]
English 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	Algebra I Geometry Algebra II 4th Year Math
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics Anatomy & Physiology	Biology Chemistry Physics Anatomy & Physiology
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
Speech .5 Credit	Professional Communications	Professional Communications
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	Lifetime Nutrition & Wellness
Money Matters 1 Credit	Money Matters	Money Matters
Fine Arts 1 Credit	Fine Arts I	Fine Arts I
PE 1 Credit	PE	PE
LOTE 2 Credits	Spanish I Spanish II	Spanish I Spanish II
Coherent Sequence	Medical Terminology Anatomy & Physiology Health Science Theory & Clinical (2.0)	Medical Terminology Anatomy & Physiology Health Science Theory & Clinical (2.0)
Recommended Electives	Medical Microbiology Sports Medicine	Medical Microbiology Sports Medicine
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

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

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

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

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

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

Science, Technology, Engineering & Mathematics (STEM) Endorsements		
	Programming & Software Development	
English 4 Credits	English I English II English III 4th Year English	
Math 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
Science 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	
Social Studies 3 Credits	World History U.S. History Government (.5) Economics (.5)	
Speech .5 Credit	Professional Communications	
Lifetime Nutrition & Wellness .5 Credit	Lifetime Nutrition & Wellness	
Money Matters 1 Credit	Money Matters	
Fine Arts 1 Credit	Fine Arts I	
PE 1 Credit	PE	
LOTE 2 Credits	Spanish I Spanish II	
Coherent Sequence	Computer Science I Computer Science II/AP Computer Science A Mobile App Development Computer Science III	
Recommended Electives	Robotics I Robotics II	
LVISD Requires 28 Credits to Graduate	28 Credits	28 Credits

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

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

Career & Technical Education Programs of Study & Industry Based Certifications

Endorsement	Career Cluster	Concentration	Program of Study	Certification(s) & Vendor(s)
Business & Industry	Agriculture, Food & Natural Resources	Applied Agricultural Engineering	1 - Agricultural Mechanics & Metal Technologies 2 - Agricultural Structures Design & Fabrications 3 - Practicum in Agriculture, Food, & Natural Resources (2.0)	OSHA 30-Hour Course [360 Training.com (100)] American Welding Society (AWS) - D1.1 Structural Steel Certification [AWS (200)] American Welding Society (AWS) - SENSE Level I Certification [AWS (200)]
Business & Industry	Agriculture, Food & Natural Resources	Plant Science	1 - Principles of Agriculture, Food, & Natural Resources 2 - Floral Design 3 - Advanced Floral Design 4 - Advanced Plant & Soil Science	Texas State Floral Association – Floral Skills Knowledge Based [TSFA (610)] Texas State Floral Association Level I Level I [TSFA (610)] Texas State Floral Association Level II [TSFA (610)]
Business & Industry	Arts, A/V Technology, & Communications	Digital Communications	1 - A/V Production I 2 - A/V Production II or OnRamps Arts & Entertainment Technologies 3 - Practicum in Audio/Video Production (2.0)	Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) [Certiport (250)]
Business & Industry	Business, Marketing, & Finance	Marketing & Sales	1 - Principles of Business, Marketing, & Finance 2 - Marketing 3 - Fundamentals of Real Estate 4 - Social Media/Advertising	Microsoft Office Specialist Excel [Certiport (250)] Real Estate Sales Agent License [PearsonVue (450)]
Public Service	Health Science	Health Care Therapeutics: Certified Nurse Aide	1 - Medical Terminology 2 - Anatomy & Physiology 3 - Health Science Theory 4 - Health Science Clinical	Texas Certified Nurse Aide Competency Exam [Prometric (480)]
Public Service	Health Science	Health Care Therapeutics: Emergency Medical Technician	1 - Medical Terminology 2 - Anatomy & Physiology 3 - Health Science Theory 4 - Health Science Clinical	Emergency Medical Technician [PearsonVue (450)]
Business & Industry	Hospitality & Tourism	Culinary Arts	1 - Introduction to Culinary Arts 2 - Culinary Arts (2.0) 3 - Advanced Culinary Arts (2.0)	ServSafe Manager [National Restaurant Association (410)]
STEM	Science, Technology, Engineering & Mathematics (STEM)	Programming & Software Development	1 - Computer Science I 2 - Computer Science II or AP Computer Science A 3 - Mobile App Development 4 - Computer Science III	Oracle Certified Associate Java SE 8 Programmer [PearsonVue (450)] Apple App Development with Swift [Certiport (250)]

Foundation High School Program Frequently Asked Questions (FAQ)

What is an endorsement?

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

What are the five endorsements areas the State allows?

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

Which endorsement areas does Lago Vista ISD offer?

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

When do students choose their endorsements for high school?

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

Can a student earn more than one endorsement?

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

Can a student change endorsements?

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

Does every student have to graduate with an endorsement?

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

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

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

Do I have to take Professional Communications (Speech)?

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

Do I have to take Money Matters?

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

Do I have to take Lifetime Nutrition & Wellness?

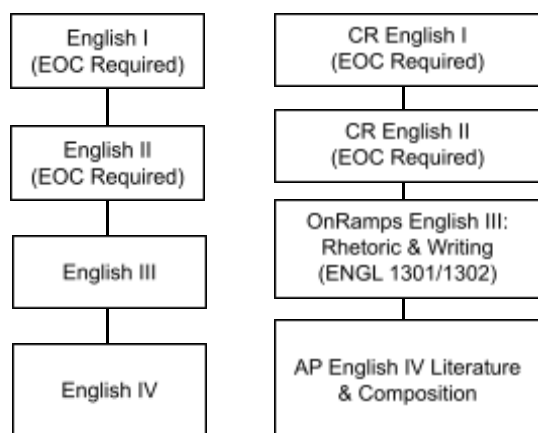
Yes. Although it is no longer a state graduation requirement, each Texas school district is responsible for providing Cardiopulmonary Resuscitation (CPR) instruction to each student at least once before graduation from high school, as required by §28.0023. In Lago Vista ISD, Lifetime Nutrition & Wellness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

Course Descriptions

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

English/Language Arts

LVHS Recommended English Course Sequences



English I

Course Number: 2101

PEIMS #03220100

Credit: 1, Full Year

Prerequisite: None

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

College Readiness English I

Course Number: 2111

PEIMS #03220100

Credit: 1, Full Year

Prerequisite: None

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

English II

Course Number: 2102

PEIMS #03220200

Credit: 1, Full Year

Prerequisite: English I recommended

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

College Readiness English II

Course Number: 2112

PEIMS #03220200

Credit: 1, Full Year

Prerequisite: English I recommended

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

English III

Course Number: 2103

PEIMS #03220300

Credit: 1, Full Year

Prerequisite: English II recommended

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

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

Course Number: 2116

PEIMS #03220300

Credit: 1, Full Year

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

OnRamps English III: Rhetoric & Writing begins with a summer reading assignment, which becomes the basis for the first several weeks' study. This college-level course

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

English IV

Course Number: 2118

PEIMS #03220400

Credit: 1, Full Year

Prerequisite: *English III recommended*

English IV is designed to prepare students for college/career level reading and writing intensive courses including freshman composition and other introductory college courses. Students use critical writing and reading skills to develop and represent the processes and products of their critical thinking. Through critical writing and reading, writers think through ideas, problems and issues; identify and challenge assumptions; and explore multiple ways of understanding. This is important in college as writers are asked to move past obvious or surface-level interpretations and use writing to make sense of and respond to written, visual, verbal and other texts that they encounter. Writers learn to move back and forth through different stages of writing, adapting those stages to the situation to independently produce final, polished texts. Writers are also expected to publish to audiences within and beyond the classroom. Students read texts in both digital and traditional formats from diverse authors as they practice 21st century literacy skills. A balance of literary and informational text analysis and writing tasks offer students multiple opportunities to produce products for authentic audiences and purposes.

AP English IV Literature and Composition

Course Number: 2114

PEIMS #A3220200

Credit: 1, Full Year

Prerequisite: *English III recommended*

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

Speech

Professional Communications

Course Number: 2751

PEIMS #13009900

Credit: ½, Semester

Prerequisite: *None*

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

English Electives

Advanced Journalism: Yearbook I

Course Number: 2131

PEIMS #03230110

Credit: 1, Full Year

Prerequisite: *None*

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

Advanced Journalism: Yearbook II

Course Number: 2132

PEIMS #03230120

Credit: 1, Full Year

Prerequisite: *Yearbook I recommended*

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

write, and produce effective communications. This course will require some after school time.

Advanced Journalism: Yearbook III

Course Number: 2133 PEIMS #03230130

Credit: 1, Full Year

Prerequisite: *Yearbook II recommended*

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

Independent Study in Journalism: Yearbook

Course Number: 2134 PEIMS #03231000

Credit: 1, Full Year

Prerequisite: *Teacher approval*

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

Debate I

Course Number: 2181 PEIMS #03240600

Credit: 1, Full Year

Prerequisite: *None*

Debate I consists of the study of argumentation and rhetoric development on diverse political topics through multiple formats of debate. Students are taught how to think and listen critically as well as express those ideas in a constructive and efficient format. Creation of debate cases, speech writing, and practice debates will all be assessed. Debate requires tournament participation, as well as extensive student-led research.

Debate II

Course Number: 2182 PEIMS #03240700

Credit: 1, Full Year

Prerequisite: *Debate I recommended*

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for

intelligently approaching controversial issues. This is the upper-level speech and debate class for competitive varsity members. Tournament participation is required. This class will focus on developing student's abilities in the events of their choosing. This class is for students who want to be serious competitors on the speech and debate circuit.

Debate III

Course Number: 2183

PEIMS #03240800

Credit: 1, Full Year

Prerequisite: *Debate II recommended*

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

Independent Study in Speech

Course Number: 2184

PEIMS #03241200

Credit: 1, Full Year

Prerequisite: *Teacher approval*

Communication skills are important in all aspects of life. Independent Study in Speech provides opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving.

Reading I

Course Number: 2319

PEIMS #03270700

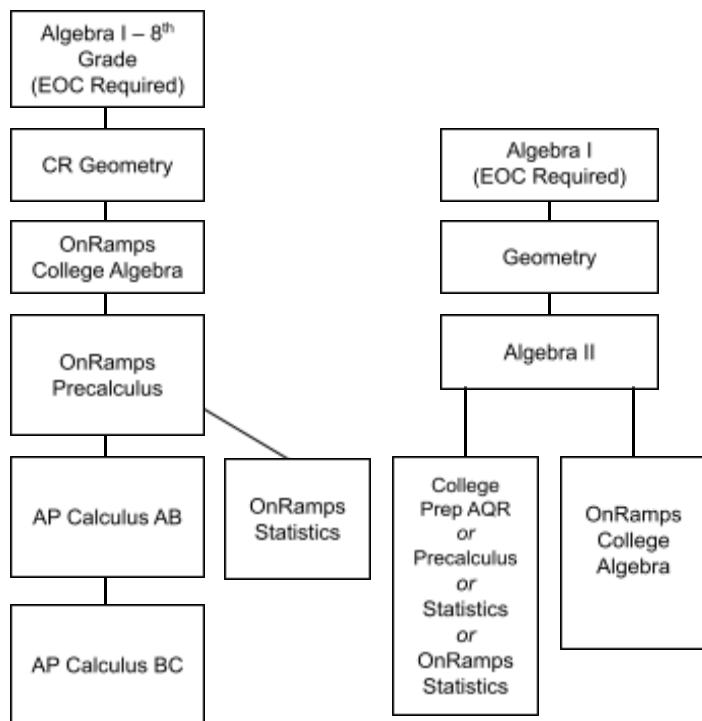
Credit: 1, Full Year

Prerequisite: *Committee determination*

Reading I offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. **Students who failed to meet standard on the previous year ELAR STAAR assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level English course and is taken in place of an elective.**

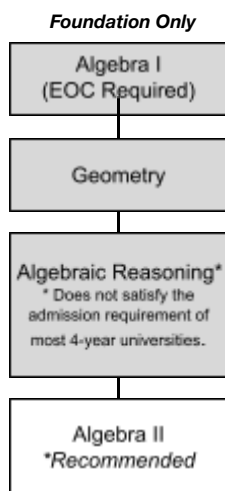
Mathematics

LVHS Recommended Math Course Sequences



Alternate Math Sequences

Please discuss these options with the campus counselor.



Mathematics Course Credit Options

Please discuss these options with the campus counselor.

Third Mathematics Course Credit (subject to prerequisite requirements):

- Algebra II
- Algebraic Reasoning
- Mathematical Models with Applications
- OnRamps Algebra II
- OnRamps Precalculus
- OnRamps Statistics
- Precalculus
- Statistics and Business Decision Making (CTE)

Fourth Mathematics Course Credit (subject to prerequisite requirements):

- Algebra II
- Algebraic Reasoning
- Calculus AB AP
- Calculus BC AP
- College Prep Mathematics
- Independent Study in Mathematics
- Mathematical Models with Applications
- OnRamps Algebra II
- OnRamps Precalculus
- OnRamps Statistics
- Precalculus
- Statistics and Business Decision Making (CTE)

Algebra I

Course Number: 2201

PEIMS #03100500

Credit: 1, Full Year

Prerequisite: None

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

Geometry

Course Number: 2210

PEIMS #03100700

Credit: 1, Full Year

Prerequisite: Algebra I

In Geometry, students will strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and

constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students are expected to create formal constructions using a straightedge and compass. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles.

College Readiness Geometry

Course Number: 2213

PEIMS #03100700

Credit: 1, Full Year

Prerequisite: *Algebra I*

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

Algebra II

Course Number: 2202

PEIMS #03100600

Credit: 1, Full Year

Prerequisite: *Algebra I*

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

OnRamps Algebra II: College Algebra (MATH 1314)

Course Number: 2212

PEIMS #03100600

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry*

This college-level course focuses on applications of polynomial, rational, radical, absolute value, piecewise defined, exponential, and logarithmic functions, equations, inequalities, graphing skills, and systems of equations using matrices. OnRamps College Algebra is designed for students with high academic interest and a strong work ethic. In addition to the prescribed curriculum for Algebra II, this course will address higher-level thinking and problem solving

skills. Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Graphing calculators will be utilized extensively. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only. Students who wish to take advanced placement math courses should consider this course. **Note: This course counts for Independent Study in Mathematics credit if taken after Algebra II credit is earned.**

Precalculus

Course Number: 2220

PEIMS #03101100

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry; Algebra II*

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

OnRamps Precalculus (MATH 2312)

Course Number: 2224

PEIMS #03101100

Credit: 1, Full Year

Prerequisite: *Algebra I; Geometry; Algebra II*

In OnRamps Precalculus, students deepen and extend their knowledge of functions, graphs, and equations so that they can successfully work with the concepts in a rigorous university-level calculus course. This course emphasizes conceptual understanding of mathematical definitions and developing logical arguments. This course is an advanced preparation for calculus and approaches topics from a function point of view where students systematically work with functions and their multiple representations. The study of precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. Students who demonstrate college readiness

through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only.

Note: This course counts for Independent Study in Mathematics credit if taken after Precalculus credit is earned.

AP Calculus AB

Course Number: 2222

PEIMS #A3100101

Credit: 1, Full Year

Prerequisite: *Precalculus*

This college-level course follows the AB Calculus outline prescribed by the College Board and prepares students to take the AP Calculus AB Exam for possible college credit. It is equivalent to the first semester of college calculus and includes practical applications of calculus. Topics include limits and continuity of functions; derivatives and their applications; definite integrals and their applications; elementary techniques and applications of anti-differentiation, including differential equations and slope fields. Graphing calculators will be used extensively.

Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.

AP Calculus BC

Course Number: 2223

PEIMS #A3100102

Credit: 1, Full Year

Prerequisite: *Precalculus*

This college-level course follows the BC Calculus outline prescribed by the College Board and prepares students to take the AP Calculus BC Exam for possible college credit. It includes all Calculus AB topics plus additional material including the calculus of parametric and polar curves, vectors, Euler's method, improper integrals, advanced techniques of integration, and sequences and series. This course is equivalent to the content taught in a full year of college calculus. Graphing calculators will be used extensively.

Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.

Statistics and Business Decision Making

Course Number: 2176

PEIMS #13016900

Credit: 1, Full Year

Prerequisite: *Algebra II*

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

Note: This course will count for an advanced math credit and counts for Career and Technical Education credit.

OnRamps Statistics (MATH 1342)

Course Number: 2177

PEIMS #13016900

Credit: 1, Full Year

Prerequisite: *Geometry; Algebra II*

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

Additional Math Course Options

Algebraic Reasoning

Course Number: 2204

PEIMS #03102540

Credit: 1, Full Year

Prerequisite: *Algebra I*

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. **Note: This course does not satisfy the admission requirement of most 4-year universities.**

Mathematical Models with Applications

Course Number: 2205

PEIMS #03102400

Credit: 1, Full Year

Prerequisite: *Algebra I*

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in grades 6-8 and Algebra I. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil; and from methods such as algebraic techniques, geometric reasoning, patterns and mental math

to solve problems. **Note: This course does not satisfy the admission requirement of most 4-year universities.**

Math Electives

Strategic Learning for High School Math

Course Number: 2200 PEIMS #N1110030

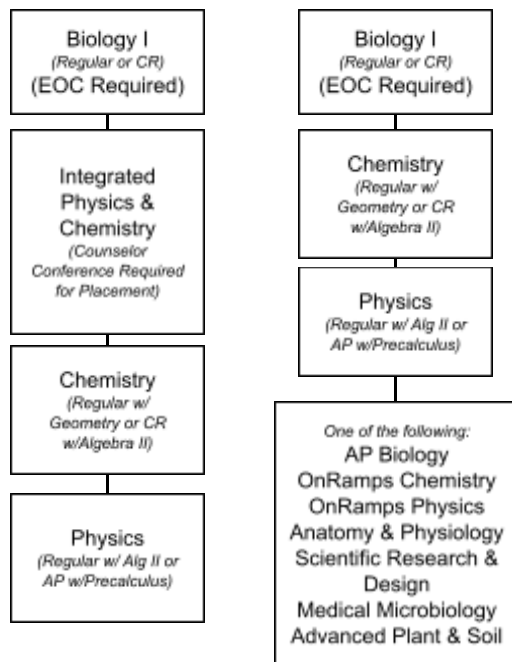
Credit: 1, Full Year

Prerequisite: None

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, including identifying errors in the learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (ILPs). Students will work on improving basic math skills in order to better prepare for more advanced algebraic skills. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this class. This course is a supplement to the student's grade-level math course and is taken in place of an elective. Note: This course does not satisfy a mathematics course requirement for graduation.**

Science

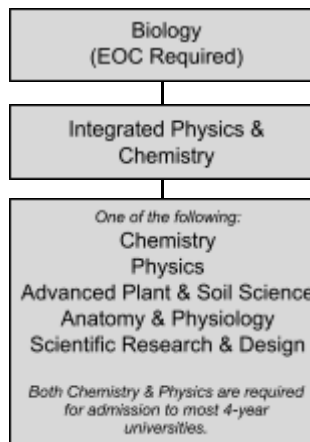
LVHS Recommended Science Course Sequences



Alternate Science Sequence

Please discuss this option with the campus counselor.

Foundation Only



Biology

Course Number: 2301

PEIMS #03010200

Credit: 1, Full Year

Prerequisite: None

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

College Readiness Biology

Course Number: 2303

PEIMS #03010200

Credit: 1, Full Year

Prerequisite: None

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

AP Biology

Course Number: 2304

PEIMS #A3010200

Credit: 1, Full Year

Prerequisite: *Biology or College Readiness Biology and Chemistry or College Readiness Chemistry recommended*

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

Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course may be offered in alternating years.

Integrated Physics and Chemistry (IPC)

Course Number: 2331

PEIMS #03060201

Credit: 1, Full Year

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

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

Chemistry

Course Number: 2320

PEIMS #03040000

Credit: 1, Full Year

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

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

College Readiness Chemistry

Course Number: 2322

PEIMS #03040000

Credit: 1, Full Year

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

College Readiness Chemistry is an advanced course recommended for students with a strong interest in science and good study skills. In College Readiness Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. The presentation of

concepts is more accelerated and more in depth. Students who wish to take advanced science courses should consider this course.

OnRamps Chemistry (CHEM 1311/CHEM 111)

Course Number: 2323

PEIMS #13037200

Credit: 1, Full Year

Prerequisite: *Chemistry or College Readiness Chemistry and Algebra II recommended*

OnRamps Chemistry is a college-level course that addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course begins with a review of descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. The course's lab component, provides an introduction to the techniques of modern experimental chemistry, and is designed to instill basic laboratory and analytical skills. This course may be used to fulfill the science component of the university core curriculum. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only.

Physics

Course Number: 2330

PEIMS #03050000

Credit: 1, Full Year

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

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

OnRamps Physics (PHYS 1301)

Course Number: 2334 PEIMS #03050000

Credit: 1, Full Year

Prerequisite: Algebra I, Geometry; Algebra II or Pre-Calculus and College Readiness Chemistry recommended

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

Additional Science Course Options

Anatomy and Physiology

Course Number: 2306 PEIMS #13020600

Credit: 1, Full Year

Prerequisite: Biology and a second science credit

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. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit. This course is recommended for students with a Health Care Therapeutics endorsement.**

Medical Microbiology

Course Number: 2309 PEIMS #13020700

Credit: 1, Full Year

Prerequisite: Biology and Chemistry; A course from the Health Science Career Cluster is recommended

Medical Microbiology is a course in which students conduct laboratory investigations to study the relationships of microorganisms to wellness and disease. Students will develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. **Note:**

This course will count for an advanced science credit and counts for Career and Technical Education credit. This course is recommended for students with a Health Care Therapeutics endorsement.

Advanced Plant & Soil Science

Course Number: 2149 PEIMS #13002100

Credit: 1, Full Year

Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster are recommended

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit. This course is recommended for students with the Plant Science endorsement.**

Scientific Research and Design: Environmental Science

Course Number: 2311 PEIMS #13037200

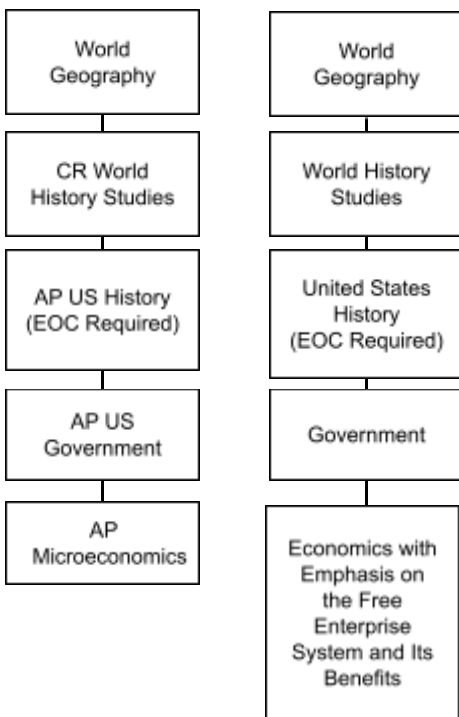
Credit: 1, Full Year

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

Scientific Research and Design: Environmental Science is an advanced science course for motivated, creative, and inquisitive science students where they will experience science through original research. In this course, 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: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit.**

Social Studies

LVHS Recommended Social Studies Course Sequences



World Geography Studies

Course Number: 2405

PEIMS #03320100

Credit: 1, Full Year

Prerequisite: None

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 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.

World History Studies

Course Number: 2403

PEIMS #03340400

Credit: 1, Full Year

Prerequisite: None

World History is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political

and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems and 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 and 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.

College Readiness World History Studies

Course Number: 2413

PEIMS #03340400

Credit: 1, Full Year

Prerequisite: None

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

United States History Studies Since 1877

Course Number: 2401

PEIMS #03340100

Credit: 1, Full Year

Prerequisite: World History recommended

Students in this course study the history of the U.S. from 1877 to the present. 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 primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP U.S. History

Course Number: 2402

PEIMS #A3340100

Credit: 1, Full Year

Prerequisite: *College Readiness World History recommended*

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

United States Government

Course Number: 2410

PEIMS #03330100

Credit: ½, Semester

Prerequisite: *U.S. History recommended*

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP U.S. Government and Politics

Course Number: 2409

PEIMS #A3330100

Credit: ½, Semester

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

This college-level course prepares students to take the AP U.S. Government and Politics exam for possible college credit. The class includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will evaluate general propositions about government and politics, analyze political relationships between people and institutions and between different institutions, and utilize basic data relevant to government and politics in sustained written arguments. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Economics with Emphasis on the Free Enterprise System and Its Benefits

Course Number: 2501

PEIMS #03310300

Credit: ½, Semester

Prerequisite: *U.S. History recommended*

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

AP Macroeconomics

Course Number: 2502

PEIMS #A3310200

Credit: ½, Semester

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

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Social Studies Electives

Personal Financial Literacy

Course Number: 2504

PEIMS #03380082

Credit: ½, Semester

Prerequisite: None

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

Fine Arts

Visual Arts

Art I

Course Number: 2901

PEIMS #03500100

Credit: 1, Full Year

Prerequisite: None

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

Art II, Drawing I

Course Number: 2902

PEIMS #03500500

Credit: 1, Full Year

Prerequisite: Art I

Students may fulfill an elective requirement for graduation by successfully completing this course. Students will express ideas through original artworks, using a variety of drawing media. They will be able to apply design skills in creating practical applications. The students will study historical periods, as well as critique artwork. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to

surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$30 materials fee for this course.**

Art III, Drawing II

Course Number: 2903

PEIMS #03501300

Credit: 1, Full Year

Prerequisite: Art II

Students will express ideas through original artworks, using a variety of drawing media. They will be able to apply design skills in creating practical applications. Students will study historical periods, as well as critique artwork. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

Note: There is a \$30 materials fee for this course.

Art IV, Drawing III

Course Number: 2904

PEIMS #03502300

Credit: 1, Full Year

Prerequisite: Art III

Students prepare a portfolio, present an exhibition of work, and set up exhibits of other artists' work. Students provide materials for some of the projects. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

Note: There is a \$30 materials fee for this course.

AP Studio Art: Drawing Portfolio

Course Number: 2905

PEIMS #A3500300

Credit: 1, Full Year

Prerequisite: Art I; Art II; Teacher approval

AP Studio Art: Drawing Portfolio is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art encourages creative and systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision making. This course helps students develop technical skills and familiarizes them with the functions of the visual elements while encouraging students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. This course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. A variety of approaches may be part of the student's portfolio. **Note: There is a \$50 materials fee for this course. AP Art selection will need to be reviewed and advised by the teacher. Please contact the course instructor before signing up for this course. Students must complete requirements for the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Theatre Arts

Theatre I, Theatre Arts I

Course Number: 2921

PEIMS #03250100

Credit: 1, Full Year

Prerequisite: None

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

Theatre II, Theatre Arts II

Course Number: 2922

PEIMS #03250200

Credit: 1, Full Year

Prerequisite: Audition and teacher approval

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

Theatre III, Theatre Arts III

Course Number: 2923

PEIMS #03250300

Credit: 1, Full Year

Prerequisite: Theatre Arts II; Audition and teacher approval

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

Theatre IV, Theatre Arts IV

Course Number: 2924

PEIMS #03250400

Credit: 1, Full Year

Prerequisite: Theatre Arts III; Audition and teacher approval

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

Theatre I, Theatre Production I

Course Number: 2927

PEIMS #03250700

Credit: 1, Full Year

Prerequisite: None

This is an introductory course dealing with various production aspects of theatre. In addition to classroom learning, this course strives to expose students to "hands-on" experiences in theatrical production. Topics include: Theatrical facilities, tools, scenery construction, stage rigging, lighting, principles of design, production evaluation, and technical theatre career opportunities. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Theatre Production I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Theatre II, Theatre Production II

Course Number: 2928

PEIMS #03250800

Credit: 1, Full Year

Prerequisite: Theatre Production I; Audition and teacher approval

Expanding on the concepts taught in Theatre Production I, this course examines the application of skills used in live productions. Major foci of this class are sound, lighting, stagecraft, advanced rigging and stage management. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Theatre Production I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Theatre III, Theatre Production III

Course Number: 2929 PEIMS #03250900

Credit: 1, Full Year

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

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

Theatre Production IV

Course Number: 2938 PEIMS #03251000

Credit: 1, Full Year

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

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

Technical Theatre I

Course Number: 2910 PEIMS #03250500

Credit: 1, Full Year

Prerequisite: *None*

Through a variety of experiences with diverse forms of storytelling and production, Technical Theatre I will afford students the opportunity to develop and exercise creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Technical Theatre I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Technical Theatre II

Course Number: 2911

PEIMS #03251100

Credit: 1, Full Year

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

Deepening students' understanding of concepts taught in Technical Theatre I, Technical Theatre II will afford students the opportunity to develop and exercise creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Technical Theatre I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Technical Theatre III

Course Number: 2912

PEIMS #03250600

Credit: 1, Full Year

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

Deepening students' understanding of concepts taught in Technical Theatre II, Technical Theatre III will afford students the opportunity to develop and exercise creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Technical Theatre I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Technical Theatre IV

Course Number: 2913

PEIMS #03250600

Credit: 1, Full Year

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

Deepening students' understanding of concepts taught in Technical Theatre III, Technical Theatre IV will afford students the opportunity to develop and exercise creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. To apply the concepts taught, extensive after school involvement in productions and other after school events is required. The Technical Theatre I-IV courses are offered during a common instructional period. This course requires extended rehearsals (evenings and weekends).

Band

Music I, Band I (Marching & Concert)

Course Number: 2931 PEIMS #PES00012

Credit: ½, Semester

Course Number: 2738 PEIMS #03150100

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

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

Music II, Band II (Marching & Concert)

Course Number: 2932 PEIMS #PES00012

Credit: ½, Semester

Course Number: 2738 PEIMS #03150200

Credit: 1, Full Year

Prerequisite: *Band I; Audition and teacher approval*

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

Music III, Band III (Marching & Concert)

Course Number: 2933 PEIMS #03150300

Credit: 1, Full Year

Prerequisite: *Band II; Audition and teacher approval*

Marching and Concert Band III deepens the focus on musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching

Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and other contests during the semester. Students participate in Marching Band in the fall and Concert Band in the spring. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Music IV, Band IV (Marching & Concert)

Course Number: 2934 PEIMS #03150400

Credit: 1, Full Year

Prerequisite: *Band III; Audition and teacher approval*

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

Marching/Concert Band V

Course Number: 2945 PEIMS #03151700

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

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

Dance

Dance I, Principles of Dance I

Course Number: 2940

PEIMS #03830100

Credit: 1, Full Year

Prerequisite: *None*

In Dance I, students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. There may be a cost associated with taking this course.

Dance II, Principles of Dance II

Course Number: 2941

PEIMS #03830200

Credit: 1, Full Year

Prerequisite: *Dance I*

In Dance II, students continue to develop intermediate movement principles and technical skills, as well as self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Evaluating and analyzing dance will allow students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. There may be a cost associated with taking this course.

Dance II, Principles of Dance III

Course Number: 2942

PEIMS #03830300

Credit: 1, Full Year

Prerequisite: *Dance II*

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

Dance IV, Principles of Dance IV

Course Number: 2943

PEIMS #03830400

Credit: 1, Full Year

Prerequisite: *Dance III*

In Dance IV, students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and

healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance. There may be a cost associated with taking this course.

Dance I, Performance Ensemble I (Drill Team)

Course Number: 2747

PEIMS #PES00014

Credit: ½, Semester

Course Number: 2742

PEIMS #03833300

Credit: 1, Full Year

Prerequisite: *Tryout and instructor approval*

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. A student must take two semesters of Performance Ensemble: Drill Team to equal 1 physical education substitution credit. There may be a cost associated with taking this course.

Dance II, Performance Ensemble II (Drill Team)

Course Number: 2747

PEIMS #PES00014

Credit: ½, Semester

Course Number: 2744

PEIMS #03833400

Credit: 1, Full Year

Prerequisite: *Performance Ensemble I; Tryout and instructor approval*

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. A student must take two semesters of Performance Ensemble:

Drill Team to equal 1 physical education substitution credit. There may be a cost associated with taking this course.

Dance III, Performance Ensemble III (Drill Team)

Course Number: 2745 PEIMS #03833500

Credit: 1, Full Year

Prerequisite: *Performance Ensemble II; Tryout and instructor approval*

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. There may be a cost associated with taking this course.

Dance IV, Performance Ensemble IV (Drill Team)

Course Number: 2746 PEIMS #03833600

Credit: 1, Full Year

Prerequisite: *Performance Ensemble III; Tryout and instructor approval*

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. There may be a cost associated with taking this course.

Physical Education/Athletics & Health

Lifetime Fitness & Wellness Pursuits

Course Number: 2739 PEIMS #PES00051

Credit: ½ -Semester-1, Full Year

Prerequisite: *None*

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply

the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

Lifetime Recreation & Outdoor Pursuits

Course Number: 2740 PEIMS #PES00054

Credit: ½ -Semester-1, Full Year

Prerequisite: *None*

The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

Lifetime Nutrition & Wellness

Course Number: 2708 PEIMS #13024500

Credit: ½, Semester

Prerequisite: *None*

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

Physical Education Substitute Courses

Physical Education substitution credit may be awarded for successful completion of certain courses. Students may earn Physical Education substitution credits through participation in:

- Athletics (four credit maximum)
- Cheerleading (one credit maximum)
- Drill Team (one credit maximum)
- Marching Band (one credit maximum)

Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. In order for a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

Athletics

Students may be enrolled in only one section during the regular school day for practice of inter-school competitive athletics and for programs in which body conditioning, training, and other activities in one of the team sports is the objective of the teacher and students. Students who enroll in an athletic class will be subject to removal and placed in an alternate class for the remainder of the semester if they do not meet the athletic standard required for participation on a competitive team. All students must pass a physical

examination each year of athletics and complete all other appropriate forms. Athletic team classes meet every day. Note: Students receive one PE substitution credit for each year of successful completion of Athletics for a maximum of four credits. All remaining Athletic credits are local credits.

Athletics I - Boys

Course Number: 2731 PEIMS #PES00000
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics II - Boys

Course Number: 2732 PEIMS #PES00001
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics III - Boys

Course Number: 2733 PEIMS #PES00002
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics IV - Boys

Course Number: 2734 PEIMS #PES00003
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics I - Girls

Course Number: 2730 PEIMS #PES00000
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics II - Girls

Course Number: 2735 PEIMS #PES00001
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics III- Girls

Course Number: 2736 PEIMS #PES00002
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Athletics IV - Girls

Course Number: 2737 PEIMS #PES00003
Credit: 1, Full Year
Prerequisite: Athletic Director or head coach approval

Other Physical Education Substitute Courses

Cheerleading

Course Number: 2741 PEIMS #PES00013
Credit: 1, Full Year
Prerequisite: Tryouts; Instructor approval
This course is designed for members of the Lago Vista High School Cheerleading Squad. Students enrolled in this course will participate in daily conditioning activities, skill development in cheerleading, building, and tumbling techniques, as well as specific preparation for game and competitive performances. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this

program should contact the program sponsor for specific details and guidelines. This course awards 1 physical education substitution credit. There may be a cost associated with taking this course. This course may only be taken one time.

Dance I, Performance Ensemble I (Drill Team)

Course Number: 2747 PEIMS #PES00014
Credit: ½, Semester
Course Number: 2742 PEIMS #03833300
Credit: 1, Full Year

Prerequisite: Tryout and instructor approval

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. A student must take two semesters of Performance Ensemble: Drill Team to equal 1 physical education substitution credit. There may be a cost associated with taking this course.

Dance II, Performance Ensemble II (Drill Team)

Course Number: 2747 PEIMS #PES00014
Credit: ½, Semester
Course Number: 2744 PEIMS #03833400
Credit: 1, Full Year

Prerequisite: Performance Ensemble I; Tryout and instructor approval

Performance Ensemble: Drill Team is a dance course for students selected as a member of the school's drill team that performs at many athletic and civic events. The class covers proper stretching, splits, kick technique, jazz technique, pom, and precision, as well as several different genres of dance. The course also focuses on developing the dancer's coordination, body form, flexibility, rhythm and balance. Performances may include athletic events, competitions, community events, and stage shows. Drill team membership requires weekly after hours practice and rehearsals. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. A student must take two semesters of Performance Ensemble: Drill Team to equal 1 physical education substitution credit. There may be a cost associated with taking this course.

Music I, Band I (Marching & Concert)

Course Number: 2931 PEIMS #PES00012

Credit: ½, Semester

Course Number: 2738 PEIMS #03150100

Credit: 1, Full Year

Prerequisite: Audition and teacher approval

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

Music II, Band II (Marching & Concert)

Course Number: 2932 PEIMS #PES00012

Credit: ½, Semester

Course Number: 2738 PEIMS #03150200

Credit: 1, Full Year

Prerequisite: Band I; Audition and teacher approval

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

Languages Other Than English

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

Spanish I

Course Number: 2801

PEIMS #03440100

Credit: 1, Full Year

Prerequisite: None

Spanish I provides an introduction to the five C's: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

Spanish II

Course Number: 2802

PEIMS #03440200

Credit: 1, Full Year

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

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

College Readiness Spanish II

Course Number: 2812

PEIMS #03440200

Credit: 1, Full Year

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

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

College Readiness Spanish III

Course Number: 2813

PEIMS #03440300

Credit: 1, Full Year

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

College Readiness Spanish III is a college preparatory course designed for students with high academic interest and a strong work ethic. The College Readiness class serves as the foundation for the Advanced Placement Program, specifically to prepare students for the rigor of the AP class and the AP exam. In College Readiness Spanish III, students will further explore the five C's at the advanced proficiency level. Students will learn advanced structures and vocabulary necessary to interact socially, communicate ideas, feelings and attitudes, and to provide and request information. Students will further develop reading, writing and analysis skills through authentic materials. The study of Hispanic culture will be highlighted through videos, art, literature and authentic readings. Course will be primarily in Spanish. Students planning on taking AP Spanish are strongly encouraged to take this course. Students who wish to take advanced placement Spanish courses should consider this course. **Note: All students enrolled will have a summer reading assignment.**

AP Spanish IV – Language and Culture

Course Number: 2814

PEIMS #A3440100

Credit: 1, Full Year

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

This college-level course prepares students to take the advanced placement test for possible college credit. AP Spanish IV Language and Culture emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication and engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. **Note: All students enrolled will have a summer reading assignment. Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

AP Spanish V – Literature and Culture

Course Number: 2811

PEIMS #A3440200

Credit: 1, Full Year

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

This college-level course prepares students to take the advanced placement test for possible college credit. AP Spanish V Literature and Culture is a survey of Hispanic Literature. This course stresses oral skills, composition, and grammar while emphasizing the use of Spanish for active communication. The students will develop the following

skills: comprehension of formal and informal spoken and written Spanish, acquisition of vocabulary and a deeper grasp of the structure to allow the student to analyze literary works. **Note: All students enrolled will have a summer reading assignment. Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Special Programs

AP Seminar

Course Number: 2044

PEIMS #N1130026

Credit: 1, Full Year

Prerequisite: *Acceptance into the Advanced Placement Capstone Diploma Program*

The first course in the AP Capstone™ experience, AP Seminar is a course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. The course topics and themes engage students in cross-curricular conversations that explore the complexities of academic and real-world issues through the examination of divergent perspectives. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

AP Research

Course Number: 2045

PEIMS #N1100014

Credit: 1, Full Year

Prerequisite: *Acceptance into the Advanced Placement Capstone Diploma Program; AP Seminar; Completion of or concurrent enrollment in Statistics is strongly recommended.*

The second course in the AP Capstone™ experience, AP Research allows students to explore deeply an academic topic, problem, or issue of individual interest. Through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5000 words and a presentation, performance, or exhibition with an oral defense. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

Reading I

Course Number: 2319

PEIMS #03270700

Credit: 1, Full Year

Prerequisite: **Committee determination**

Reading I offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. **Students who failed to meet standard on the previous year ELAR STAAR assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level English course and is taken in place of an elective.**

Cheerleading

Course Number: 2741

PEIMS #PES00013

Credit: 1, Full Year

Prerequisite: **Tryouts; Instructor approval**

This course is designed for members of the Lago Vista High School Cheerleading Squad. Students enrolled in this course will participate in daily conditioning activities, skill development in cheerleading, building, and tumbling techniques, as well as specific preparation for game and competitive performances. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. This course awards 1 physical education substitution credit. There may be a cost associated with taking this course. This course may only be taken one time.

Advanced Cheerleading

Course Number: 2743

Credit: 1, Full Year

Prerequisite: **Tryouts; Instructor approval**

This course is designed for members of the Lago Vista High School Cheerleading Squad who have previously earned the physical education substitution credit. Students enrolled in this course will participate in daily conditioning activities, skill development in cheerleading, building, and tumbling techniques, as well as specific preparation for game and competitive performances. Specific attire, including shoes, will be required. After school and summer practices are required for participation in this group. A student must participate in the spring tryouts and be chosen to participate prior to enrollment in this class. Students interested in this program should contact the program sponsor for specific details and guidelines. There may be a cost associated with taking this course. **This is a local credit.**

Gifted And Talented Interdisciplinary Studies/Mentor Seminar (G/TISM)

Course Number: 2046

PEIMS #N1290309

Credit: ½ -Semester-1, Full Year

Prerequisite: **Application process**

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

Student Aide

Course Number: 2018

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

Prerequisite: **Seniors only - By invitation**

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

Peer Assistance and Leadership® I (PALs)

Course Number: 2014

PEIMS #N1290005

Credit: 1, Full Year

Prerequisite: **Juniors and seniors only; Instructor approval**

The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. PALs serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision-making skills. In addition, PALs participate in various community service projects. **This is a pass/fail course.**

Peer Assistance and Leadership® II (PALs)

Course Number: 2017

PEIMS #N1290006

Credit: 1, Full Year

Prerequisite: **PALS I; Juniors and seniors only; Instructor approval**

The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. PALs serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision-making skills. In addition, PALs participate in various community service projects. **This is a pass/fail course.**

Peer Assistance for Students with Disabilities I

Course Number: 2015 PEIMS #N1290203

Credit: 1, Full Year

Prerequisite: Juniors and seniors only; Instructor approval

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

Peer Assistance for Students with Disabilities II

Course Number: 2016 PEIMS #N1290204

Credit: 1, Full Year

Prerequisite: Peer Assistance for Students with Disabilities I; Seniors only; Instructor approval

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

Sports Medicine I

Course Number: 2041 PEIMS #N1150040

Credit: 1, Full Year

Prerequisite: None

Sports Medicine I is designed to prepare the student in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills, and techniques commonly used in athletic training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy.

Sports Medicine II

Course Number: 2042 PEIMS #N1150041

Credit: 1, Full Year

Prerequisite: Sports Medicine I

Sports Medicine II is designed to continue student preparation in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills and techniques commonly used in Athletic Training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly sports medicine and physical therapy.

Strategic Learning for High School Math

Course Number: 2200 PEIMS #N1110030

Credit: 1, Full Year

Prerequisite: None

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning, including identifying errors in the learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of

learning mathematical concepts. Students will work on improving basic math skills in order to better prepare for more advanced algebraic skills. **Students who failed to meet standard on the previous year math STAAR assessment, who have not completed required accelerated instruction required by HB4545, or who otherwise demonstrate need will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective. Note: This course does not satisfy a mathematics course requirement for graduation.**

Career & Technical Education

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in 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. Furthermore, Lago Vista Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

General CTE Electives

Professional Communications

Course Number: 2751 PEIMS #13008700

Credit: ½, Semester

Prerequisite: None

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

Lifetime Nutrition & Wellness

Course Number: 2708 PEIMS #13024500

Credit: ½, Semester

Prerequisite: None

Lifetime Nutrition & Wellness is a study of the care of the body and its systems, as well as the relationship of personal behavior to wellness. Topics covered are consumer health, nutrition, sex education for family living, use and abuse of tobacco, alcohol and drugs, and growth and development. Community health, environmental studies, disease, fitness, first aid, and safety are also studied. Emphasis will be placed on understanding the role of nutrients in the body, the principles of digestion and metabolism, and decision-making related to physical activity, fitness, and nutritionally balanced diets. Students will also complete a required training in Cardiopulmonary Resuscitation (CPR).

Money Matters

Course Number: 2175

PEIMS #13016200

Credit: 1, Full Year

Prerequisite: *None*

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

Statistics and Business Decision Making

Course Number: 2176

PEIMS #13016900

Credit: 1, Full Year

Prerequisite: *Algebra II*

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

Scientific Research and Design: Environmental Science

Course Number: 2311

PEIMS #13037200

Credit: 1, Full Year

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

Scientific Research and Design: Environmental Science is an advanced science course for motivated, creative, and inquisitive science students where they will experience science through original research. In this course, 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: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit.**

Robotics I

Course Number: 2169

PEIMS #13037000

Credit: 1, Full Year

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

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Robotics II

Course Number: 2170

PEIMS #13037050

Credit: 1, Full Year

Prerequisite: *Robotics I required; Algebra I, Algebra II, and Computer Programming I recommended*

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

Agriculture, Food & Natural Resources: Plant Science

Principles of Agriculture, Food, & Natural Resources

Course Number: 2144

PEIMS #13000200

Credit: 1, Full Year

Prerequisite: *None*

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. Topics of study include: soil and plant systems; animal systems, including animal anatomy/physiology, as well as identifying and evaluating various breeds/classes of livestock (e.g., cattle, horses, chickens, etc.); basic power, structural, and technical system skills in agricultural applications; food products and processing systems; and the relationship between agriculture, food, and resources and the environment.

Floral Design

Course Number: 2145

PEIMS #13001800

Credit: 1, Full Year

Prerequisite: *None*

Floral Design is an exciting, interesting and challenging career opportunity. It is an art form that is becoming more important to the healthy lifestyle of many people. There are many jobs available in this industry for people who are willing to work hard and express their creative abilities through flowers and foliage plants. This course is designed to develop skills in the design and arrangement of flowers,

foliage, and related plant materials for interior locations. Students will create floral arrangements. Topics of study include: floral design principles and techniques, including classifying and identifying flowers and plants; preparing floral designs for specific occasions (e.g. holidays, sympathy, wedding, etc.); and management factors of floral enterprises.

Note: There is a \$40 materials fee for this course. This course will satisfy the Fine Arts credit requirement.

Industry Certification: *This course prepares students to take the Texas State Floral Association – Floral Skills Knowledge Based and Texas State Floral Association Floral Design Certification Level 1 examinations.*

Advanced Floral Design

Course Number: 2146

PEIMS #N1300270

Credit: 1, Full Year

Prerequisite: Floral Design; Instructor approval. May not be used as the final course in the endorsement.

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

Industry Certification: *This course prepares students to take the Texas State Floral Association Floral Design Certification Level 2 examination.*

Advanced Plant & Soil Science

Course Number: 2149

PEIMS #13002100

Credit: 1, Full Year

Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster are recommended

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit.**

Agriculture, Food & Natural Resources: Applied Agricultural Engineering

Agricultural Mechanics and Metal Technologies

Course Number: 2185

PEIMS #13002200

Credit: 1, Full Year

Prerequisites: None

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. **Note: There is a \$40 materials fee for this course.**

Industry Certification: *This course prepares students to take the Occupational Safety and Health Administration (OSHA) 30-Hour Course examination.*

Agricultural Structures Design and Fabrications

Course Number: 2186

PEIMS #13002300

Credit: 1, Full Year

Prerequisites: Agricultural Mechanics and Metal Technologies

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. **Note: There is a \$40 materials fee for this course.**

Industry Certification: *This course prepares students to take the AWS D1.1 Structural Steel examination.*

Practicum in Agriculture, Food, and Natural Resources: Applied Agricultural Engineering

Course Number: 2187

PEIMS #13002500

Credit: 2, Full Year

Prerequisites: Agricultural Mechanics and Metal Technologies and Agricultural Structures Design & Fabrication recommended; Instructor approval

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

agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Note: There is a \$40 materials fee for this course. This course is double-blocked.**

Industry Certification: This course prepares students to take the NCCER SENSE Welding, Level 1 examination.

Arts, AV Technology and Communications: Digital Communications

Audio Video Production I

Course Number: 2127 PEIMS #13008500

Credit: 1, Full Year

Prerequisite: None

This introductory course will teach students the basics of photography, microphone and camera functions, video editing, media analysis, and filmmaking. Students will work in groups to write, shoot, and edit their own projects. Sample student projects during the year include the creation of short films, documentaries, commercials, song recreations, foley work, and photography and basic Photoshop techniques. Students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio Video Production II

Course Number: 2128 PEIMS #13008600

Credit: 1, Full Year

Prerequisite: Audio Video Production I

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

Industry Certification: This course prepares students to take the Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) examination.

OnRamps Arts & Entertainment Technologies (AVP II)

Course Number: 2188 PEIMS #13008600

Credit: 1, Full Year

Prerequisite: Audio Video Production I

OnRamps AET provides firsthand experiences with digital media technology, software, and applications for use in entertainment and artistic endeavors. Students engage with multidisciplinary tools; build technological skills; and apply

methods of design thinking to create products, applications, and experiences for specific audiences. Students engage in project-based learning to study an assortment of entertainment concepts and experiences; discover the underlying technology involved; and explore the cultural, philosophical, ethical, and practical aspects of entertainment technology. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT-Austin in the second semester. A student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the course during the spring semester for the opportunity to earn high school credit only.

Practicum in Audio Video Production

Course Number: 2126 PEIMS #13008700

Credit: 2, Full Year

Prerequisite: Audio/Video Production II; Instructor approval is required

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

Business Management and Administration: Marketing & Sales

Principles of Business, Marketing, & Finance Marketing

Course Number: 2161 PEIMS #13011200

Credit: 1, Full Year

Prerequisite: None

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

Industry Certification: This course prepares students to take the Microsoft Office Specialist Excel examination.

Marketing

Course Number: 2190 PEIMS #N1303424

Credit: 1, Full Year

Prerequisite: None

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user;

and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service. **May not be used as the final course in the endorsement.**

Fundamentals of Real Estate

Course Number: 2162 PEIMS #N1301120

Credit: 2, Full Year

Prerequisite: *Marketing recommended*

In Fundamentals of Real Estate, students gain knowledge and skills in general principles of real estate, the law of agency, the law of contracts, use of promulgated forms and real estate finance. Students analyze the elements of a real estate transaction, including representation, financing, title, closing and deeds. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant principles of real estate. **May not be used as the final course in the endorsement.**

Industry Certification: *This course prepares students to take the Real Estate Sales Agent License examination.*

Social Media Marketing

Course Number: 2189 PEIMS #13034650

Credit: ½, Semester

Prerequisite: *Principles of Business, Marketing, and Finance recommended*

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

Advertising

Course Number: 2190 PEIMS #13034200

Credit: ½, Semester

Prerequisite: *Principles of Business, Marketing, and Finance recommended*

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

Health Science: Health Care Therapeutics

Anatomy and Physiology

Course Number: 2306

PEIMS #13020600

Credit: 1, Full Year

Prerequisite: *Biology and a second science credit*

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. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit.**

Medical Terminology

Course Number: 2308

PEIMS #13020300

Credit: 1, Full Year

Prerequisite: *A course from the Health Science Career Cluster is recommended*

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.

Medical Microbiology

Course Number: 2309

PEIMS #13020700

Credit: 1, Full Year

Prerequisite: *Biology and Chemistry. A course from the Health Science Career Cluster is recommended*

Medical Microbiology is a course in which students conduct laboratory investigations to study the relationships of microorganisms to wellness and disease. Students will develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. **Note: This course will count for an advanced science credit and counts for Career and Technical Education credit.**

Health Science Theory & Health Science Clinical: EMT

Course Number: 2043

PEIMS #13020410

Credit: 2, Full Year

Prerequisite: *Biology; Acceptance into the EMT Program*
Corequisite: *Health Science Clinical. Students must attend their clinical internships on the days/hours designated by the site, which will occur outside of regular school hours. Students are required to complete 100% of the required clinical rotation hours.*

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to health careers. Students will employ hands-on experiences for continued knowledge and skill development. Students will observe and assist professional health care personnel in clinical/hospital environments. In the Health Science Clinical course, students will gain knowledge and

skills related to patient assessment, spinal immobilization, trauma management, treatment of medical emergencies, and mechanical aids to breathing. Participation requires clinical internship hours of both hospital and ambulance experience. The student must be CPR and First Aid certified, have a current TB skin test, current immunizations, and is strongly recommended to receive the influenza vaccination. A uniform, nametag, stethoscope, and professional medical liability insurance are required to be purchased. **This course is double blocked.**

Program Disclosure: The Lago Vista ISD EMT program includes a 40 hour clinical rotation that includes both hospital and ambulance experiences. Lago Vista ISD EMT (Emergency Medical Technician) students will be exposed to sensitive medical scenarios during this clinical rotation, which could include life/death, illness, nudity, trauma, and other medical situations. Students may also be exposed to instructional medical videos that enhance the State-required curriculum.

Industry Certification: *The Health Science Theory & Health Science Clinical courses prepare students who complete all course requirements to take the National Registry of EMT's EMT-Basic certification examination. You must be at least 18 years of age and hold either a high school diploma or a GED to obtain certification by both the National Registry and the Texas Department of State Health Services.*

Health Science Theory & Health Science Clinical: Certified Nursing Aide

Course Number: 2192 PEIMS #13020410

Credit: 2, Full Year

Prerequisite: Biology; Acceptance into the CNA Program. Students must attend their clinical internships on the days/hours designated by the site, which may occur outside of regular school hours. Students are required to complete 100% of the required clinical rotation hours.

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to health careers. Students will employ hands-on experiences for continued knowledge and skill development. Students will observe and assist professional health care personnel in clinical/hospital environments. In the Health Science Clinical course, students will gain knowledge and skills related to patient assessment. Participation in clinical internship hours is required in a skilled nursing facility. **This course is double blocked.**

Program Disclosure: The Lago Vista ISD Certified Nursing Assistant (CNA) program includes a 40 hour clinical rotation at a State-approved long term care facility. Lago Vista ISD Certified Nursing Assistant (CNA) students will be exposed to sensitive medical scenarios during this clinical rotation, which could include life/death, illness, nudity, trauma, and other medical situations. Students may also be exposed to instructional medical videos that enhance the State-required curriculum.

Industry Certification: *Lago Vista ISD a registered Nurse Aide Training & Competency Evaluation Program (NATCEP) by the State of Texas. This will allow students who complete all course requirements to take the Texas Nurse Aide Competency examination.*

Hospitality & Tourism: Culinary Arts

Introduction to Culinary Arts

Course Number: 2194

PEIMS #113022550

Credit: 1, Full Year

Prerequisite: None

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. 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. **Note: There is a \$40 materials fee for this course.**

Culinary Arts

Course Number: 2195

PEIMS #13022600

Credit: 2, Full Year

Prerequisite: Introduction to Culinary Arts is recommended

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. 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. **Note: There is a \$40 materials fee for this course. This course is double blocked.**

Industry Certification: *This course prepares students to take the ServSafe Manager certification examination.*

Advanced Culinary Arts

Course Number: 2196

PEIMS #13022650

Credit: 2, Full Year

Prerequisite: Culinary Arts

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment. **Note: There is a \$40 materials fee for this course. This course is double blocked.**

Science, Technology, Engineering & Mathematics: Programming & Software Development

Computer Science I

Course Number: 2164

PEIMS #03580200

Credit: 1, Full Year

Prerequisite: *Algebra I*

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.

Computer Science II

Course Number: 2165

PEIMS #03580300

Credit: 1, Full Year

Prerequisite: *Algebra I; Computer Science I*

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.

AP Computer Science A

Course Number: 2168

PEIMS #A3580110

Credit: 2, Full Year

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

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

who are interested in majoring in Computer Science, Science, Management Information System, or Engineering. Students are required to take the Advanced Placement Computer Science Exam at the conclusion of the course. **Students will earn two credits upon completion of this course: one credit in Math (weighted); one credit in LOTE (unweighted). Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier for one credit hour. This course will satisfy graduation requirements for mathematics under the Foundation graduation plan.**

Industry Certification: *This course prepares students to take the Oracle Certified Associate Java SE 8 Programmer examination.*

Mobile Application Development

Course Number: 2198

PEIMS #03580390

Credit: 1, Full Year

Prerequisite: *Algebra I required; Computer Science II, Computer Science III, or AP Computer Science A recommended*

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design 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 mobile application development through the study of development platforms, programming languages, and software design standards.

Computer Science III

Course Number: 2163

PEIMS #03580350

Credit: 1, Full Year

Prerequisite: *Computer Science II or AP Computer Science A*

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. 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.

Appendix A: Explanation of Eligibility for Automatic College Admission

Automatic Admission Requirements

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

1. Successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
2. Earned the distinguished level of achievement under the Foundation High School Program; or
3. Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

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

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

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

1. Submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
2. Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student. Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

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

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at <http://www.collegeforalltexas.com/apps/financialaid/tofa2.cfm?ID=458>.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at <http://www.collegeforalltexas.com/apps/financialaid/tofa2.cfm?ID=458>.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

- a. Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
- b. Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant**Basic Initial Year (IY) Student Eligibility Curriculum Requirements**

A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements

In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

Advanced Academic Program:

Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program

TSI Readiness:

Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption

Class Standing:

Graduate in the top one-third of the HS graduating class or have a B average

Advanced Math:

Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

A full list of TEXAS Grant eligibility requirements is provided at <http://www.collegeforalltexas.com/apps/financialaid/tofa2.cfm?ID=458>.

Appendix B: Lago Vista ISD Foundation Plus Endorsement Graduation Checklist

Key: ✓ = Completed E = Enrolled N = Needs

English – 4.0 Credits

English I	_____	_____
English II	_____	_____
English III	_____	_____
Advanced English*	_____	_____

* Advanced English Options: English IV; Independent Study in English; Literary Genres; Creative Writing; Research and Technical Writing; Humanities; Public Speaking III; Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of Chapter 74 Subsection B; Oral Interpretation III; Debate III; Independent Study in Speech; Independent Study in Journalism; Advanced Broadcast Journalism III; Advanced Journalism: Newspaper III; Advanced Journalism: Yearbook III; an AP or IB English language arts course in accordance with §74.11(h) of this title (relating to High School Graduation Requirements); after the successful completion of English I, II, and III, a locally developed English language arts needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1); Business English; and a college preparatory English language arts pursuant to the TEC, §28.014.

Math – 4.0 Credits

Algebra I	_____	_____
Geometry	_____	_____
Additional Math* or Advanced Math**	_____	_____
Advanced Math**	_____	_____

*Additional Math Options: Math Models; Mathematical Applications in AFNR; Digital Electronics; Robotics Programming and Design; Financial Mathematics; Applied Mathematics for Technical Professionals; Accounting II; Manufacturing Engineering Technology II; and Robotics II.

**Advanced Math Options: Algebra II; Precalculus; Advanced Quantitative Reasoning; Independent Study in Mathematics; Discrete Mathematics for Problem Solving; Algebraic Reasoning; Statistics; an AP or IB mathematics course in accordance with §74.11(h); AP Computer Science A; Engineering Mathematics; Statistics and Business Decision Making; Mathematics for Medical Professionals; Discrete Mathematics for Computer Science; pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an IHE as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit; and after the successful completion of Algebra I and Geometry, a locally developed mathematics course needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).

Science – 4.0 Credits

Biology	_____	_____
Additional Science*	_____	_____
Advanced Science**	_____	_____
Advanced Science**	_____	_____

*Additional Science Options: IPC; Chemistry; Physics; Principles of Technology; and an AP/IB science course in accordance with §74.11(h).

**Advanced Science Options: Chemistry; Physics; Aquatic Science; Astronomy; Earth and Space Science; Environmental Systems; an AP or IB science course in accordance with §74.11(h); Advanced Animal Science; Advanced Plant and Soil Science; Anatomy and Physiology; Medical Microbiology; Pathophysiology; Food Science; Forensic Science; Biotechnology I; Biotechnology II; Principles of Technology; Scientific Research and Design; Engineering Design and Problem Solving; Engineering Science; pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an IHE as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit; and a locally developed science course needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).

Note: Combination of Physics and Principles of Technology is NOT allowable.

Social Studies – 3.0 Credits

World Geo. or World His.	_____	_____
US History	_____	_____
Government (.5)	_____	_____
Economics (.5)	_____	_____

Physical Education – 1.0 Credit

PE	_____	_____
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Language Other Than English (LOTE) – 2.0 Credits

LOTE I	_____	_____
LOTE II	_____	_____

Note: Credits earned in Computer Science I, II, and III may be used to satisfy this requirement.

Fine Arts – 1.0 Credit

Fine Art I	_____	_____
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Endorsement (Select All that Apply)

EOC	
Algebra I	_____
Biology I	_____
English I	_____
English II	_____
US History	_____

Endorsement	
STEM	_____
Business & Industry	_____
Public Services	_____
Arts & Humanities	_____
Multidisciplinary	_____

Performance Acknowledgments	
Dual Credit	_____
• 12 hours/3.0	
Bilingualism/ Biliteracy	_____
• 3 credits at 80%; or	
• Level IV at 80%; or	
• 3 or Higher on AP	
Advanced Placement	_____
• 3 or Higher on AP exam	
College Readiness	_____
• PSAT/NMSQT Commended Scholar; or	
• College Readiness on 2 ACT Plan Subject Tests; or	
• SAT score of 1250 on Reading/Math; or	
• ACT composite score of 28	

STEM (Algebra II, Chemistry, and Physics REQUIRED)

- Coherent sequence of four CTE credits (two in the same cluster; at least one advanced). Final course in the sequence must be in the STEM cluster. _____
- Coherent sequence of four Computer Science Tech Apps credits from those listed in §74.13(f)(1)(B). _____
- Three Math credits (Algebra II plus two additional courses for which Algebra II is a prerequisite). _____
- Four Science credits (Chemistry, Physics plus two additional courses from those listed in §74.13(e)(5)). _____
- Combination credits (Algebra II, Chemistry, Physics, plus three additional credits from no more than 2 disciplines in §74.13(f)(1)(A-D). _____

Business & Industry

- Coherent sequence of four CTE credits (two in the same cluster; at least one advanced). Final course in the sequence must be in one of the following CTE clusters: _____
-Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Visual Technology, & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing; Marketing; or Transportation, Distribution, & Logistics.
- Four English elective credits to include three levels in one of the following areas: _____
-Public Speaking; Debate; Advanced Broadcast Journalism; Newspaper; Yearbook.
- Four Technology Applications credits from those listed in §74.13(f)(2)(C). _____
- Combination credits (Four credits from those listed in §74.13(f)(2)(A-C). _____

Public Services

- Coherent Sequence of four CTE credits (two in the same cluster; at least one advanced). Final course in the sequence must be in one of the following CTE clusters: _____
-Education & Training; Government & Public Administration; Health Science; Human Services; or Law, Public Safety, Corrections, & Securities.
- Four courses in Junior Reserve Officer Training Corps (JROTC). _____

Arts & Humanities

- Five Social Studies credits. _____
- Four levels of LOTE courses in the same language. _____
- Two levels of LOTE credit in one language and two levels of LOTE credit in a second language;
- Four levels of American Sign Language. _____
- Coherent sequence of four courses from one or two categories or disciplines in the fine arts (Art, Dance, Music, and/or Theatre). _____
- Four English Elective credits from those listed in §74.13(f)(4)(F). _____

Note: With parent permission, a student pursuing the Arts & Humanities endorsement may substitute an ELA, Social Studies, LOTE, or Fine Arts course to fulfill the fourth credit in Science requirement.

Multidisciplinary Studies

- Four advanced courses within one endorsement area or among endorsement areas that are not in a coherent sequence. _____
- Four credits in each of the four Foundation subjects with English IV and Chemistry and/or Physics. _____
- Four AP, IB courses, or dual credit courses to include one in each of the four Foundation subject areas. _____

Total Credits: _____

Foundation Plus Endorsement requires 26 credits. Lago Vista ISD requires 28 credits to graduate. Only 2 local credits may count towards graduation, unless recommended by ARD.

Appendix C: Lago Vista ISD Foundation Only Graduation Checklist

Key: ✓ = Completed E = Enrolled N = Needs

English – 4.0 Credits

English I	_____	_____
English II	_____	_____
English III	_____	_____
Advanced English*	_____	_____

EOC	
Algebra I	_____
Biology I	_____
English I	_____
English II	_____
US History	_____

** Advanced English Options: English IV; Independent Study in English; Literary Genres; Creative Writing; Research and Technical Writing; Humanities; Public Speaking III; Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of Chapter 74 Subsection B; Oral Interpretation III; Debate III; Independent Study in Speech; Independent Study in Journalism; Advanced Broadcast Journalism III; Advanced Journalism: Newspaper III; Advanced Journalism: Yearbook III; an Advanced Placement (AP) or International Baccalaureate (IB) English language arts course in accordance with §74.11(h) of this title (relating to High School Graduation Requirements); after the successful completion of English I, II, and III, a locally developed English language arts needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1); Business English; and a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.*

Math – 3.0 Credits

Algebra I	_____	_____
Geometry	_____	_____
Additional Math* or Advanced Math**	_____	_____

**Additional Math Options: Math Models, Math Application in Ag, Digital Electronics, Robotics Programming & Design.
 **Advanced Math Options: Algebra II, Precalculus, AQR, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Statistics, AP Calculus AB, AP Calculus BC, AP Computer Science, Engineering Mathematics, Statistics & Risk Management, Discrete Mathematics for Computer Science; (after Algebra II) a math course listed by TEA and endorsed by an IHE for credit or as a prerequisite for credit; or (After Algebra I & Geometry) a locally developed Math course or activity, including apprenticeship or training hours to obtain an industry-recognized credential/certificate pursuant to TEC §28.002.*

Science – 3.0 Credits

Biology	_____	_____
Additional Science*	_____	_____
Advanced Science**	_____	_____

**Additional Science Options: IPC; Chemistry; Physics; Principles of Technology; and an AP/IB science course in accordance with §74.11(h).
 **Advanced Science Options: Chemistry; Physics; Aquatic Science; Astronomy; Earth and Space Science; Environmental Systems; an AP or IB science course in accordance with §74.11(h); Advanced Animal Science; Advanced Plant and Soil Science; Anatomy and Physiology; Medical Microbiology; Pathophysiology; Food Science; Forensic Science; Biotechnology I; Biotechnology II; Principles of Technology; Scientific Research and Design; Engineering Design and Problem Solving; Engineering Science; pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an IHE as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit; and a locally developed science course needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
 Note: Combination of Physics and Principles of Technology is NOT allowable.*

Social Studies – 3.0 Credits

World Geo. or World His.	_____	_____
US History	_____	_____
Government (.5)	_____	_____
Economics (.5)	_____	_____

Physical Education – 1.0 Credit

PE	_____	_____
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Language Other Than English (LOTE) – 2.0 Credits

LOTE I	_____	_____
LOTE II	_____	_____

Note: Credits earned in Computer Science I, II, and III may be used to satisfy this requirement. Computer Programming does NOT satisfy this requirement.

Fine Arts – 1.0 Credit

Fine Art I	_____	_____
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Total Credits: _____

Foundation Only requires 22 credits. Lago Vista ISD requires 28 credits to graduate. Only 6 local credits may count towards graduation, unless recommended by ARD.

Appendix D: Lago Vista ISD Senior Release Information & Application

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

Applications for Senior Release are Due to the Counseling Office by May 1st.

Conditions for Approval of Senior Release

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

- The student must have senior status (at least 21 credits) and be a fourth year student.
- The student must be completing coursework for the Foundation Plus Endorsement graduation plan.
- The student must be enrolled in courses that complete his or her graduation requirements at the end of the senior year.
- The student must have met the passing standard on all sections of the EOC STAAR examinations.
- The student must have met CCMR by the end of the junior year. CCMR may be met by:
 - o Meeting TSI (SAT/ACT/TSIA/college prep course) in both Reading and Math; or
 - o Earning a 3 on an AP exam; or
 - o Completing an OnRamps course in any subject and earning college credit; or
 - o Earning an industry-based certification.
- The student must be enrolled in a minimum of six periods.
- The student may not be enrolled in Office Aide if he/she has Senior Release.
- The student may not owe any unpaid fees or fines to the school (e.g., lost textbooks, iPad damage, etc.).
- It is the student/parent's responsibility to contact any appropriate college/university's admissions office to determine that this request will not affect the student's admission.
- The student must have parent/guardian permission to participate in Senior Release.
- Early release will only be considered for the first or last periods of the day.
- Course changes will not be permitted simply to accommodate a Senior Release request.

Note: Students will not earn credit if granted early release for the purpose of employment.

Additional Provisions

For seniors who are approved for Senior Release, the following conditions apply:

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

Print Student Name _____ ID# _____

Lago Vista ISD Senior Release Application

Applications for Senior Release are Due to the Counseling Office by May 1st.

Student Information

Full Name: _____ Phone: _____

Street Address: _____

City, State: _____ Zip Code: _____

Parent Name: _____ Phone: _____

Number of Periods Requested for Senior Release: 1 2

(Student's Initials)

- ____ 1. I have at least 21 credits and am a fourth year student.
- ____ 2. I am on the Foundation Plus Endorsement graduation plan.
- ____ 3. I am enrolled in courses that complete my graduation requirements at the end of my senior year.
- ____ 4. I have met the passing standard on all sections of the EOC/STAAR.
- ____ 5. I have met CCMR.
- I have met TSI (SAT/ACT/TSIA/college prep course) in both Reading and Math.
Reading: _____
Math: _____
- I have earned a 3 on an AP exam.
Course: _____
- I have completed an OnRamps course in any subject and earned college credit.
Course: _____
- I have earned an industry-based certification.
Certification: _____
- ____ 6. I understand it is my responsibility to contact any appropriate college/university's admissions office to determine if this request will affect my admission.
- ____ 7. I have the required transportation to participate in Senior Release.
- I drive myself to and from school. (Parking Permit #: _____)
- My parent/guardian will pick me up each day. (Parent Initials: _____)
- Other: _____

Student Agreement

I have read, understand, and agree to the terms and conditions required for Senior Release.

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

Student Signature

Date

Parent/Guardian Agreement

I grant permission for my son/daughter to be released from school early for Senior Release. I verify that he/she meets the qualifications. I have read, understand, and agree to the terms and conditions required for early release.

Parent/Guardian Signature

Date

OFFICE USE ONLY
Counselor Approval <input type="checkbox"/> Yes <input type="checkbox"/> No Signature: _____ Date: _____



Appendix E: Lago Vista ISD UIL Eligibility Waiver Form

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

Student Name: _____

Grade Level: _____

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

Name of Course

Grade in Course (60 – 69)

Student Signature

Date

Parent Signature

Date

Coach/Sponsor Signature

Date

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

Advanced Class UIL Eligibility Waivers

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

University Interscholastic League (UIL) Eligibility

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

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

Appendix F: Lago Vista ISD Advanced Academic Course Student Agreement

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as College Readiness, Advanced Placement, OnRamps, or Dual Credit. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class. These demanding classes require more effort, time & skills than regular level classes and are recommended for highly motivated students. Lago Vista ISD encourages all students to access advanced coursework. However, we also want all parents and students to completely understand the rigor of these classes and the commitment required by students taking advanced academic courses. For this reason, we require that a student wishing to take an advanced academic course and his/her parent(s)/ guardian(s) read and sign this agreement.

Completion & Submission of Summer Assignment(s)

In order to address the skills and expectations that comprise advanced coursework and assessments, many advanced academics courses include required summer reading and writing assignments to allow for the breadth and depth of content needed to appropriately address requirements for the course. A student who requests an advanced academic course during course selection is responsible for obtaining information about the summer assignment(s) for the course. *A student who does not successfully complete and submit the required summer assignment(s) for an advanced academic course prior to the communicated deadline will receive a zero for the assignment.*

Required Time Commitment & Work Ethic

Advanced academic courses are intended for students who have demonstrated both the highest level of academic achievement and commitment to hard work. Typically, successful advanced academics students are task-oriented students as well as proficient readers who are able to organize their time and who have parent/guardian support. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to an advanced academic class and the number of advanced academic classes they can successfully undertake. Outside study time is generally at least one to two times the amount of time spent in class per week. Students who struggle with an advanced academics course are expected to commit themselves to a greater effort and seek regular support services, one of which may be tutoring.

Exit Guidelines for Advanced Academic Courses

The following guidelines apply for any student who wishes to exit an advanced academic course. Prior to any consideration to exit an advanced academic course:

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

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

The campus decision regarding whether to grant the petition to exit an advanced academic course must consider:

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

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

Exam Requirement for Advanced Placement GPA Multiplier

For students who enter high school 2014 and after, **in order to receive the 1.25 weighted GPA multiplier**, students enrolled in Advanced Placement (AP) courses are required to take the corresponding AP examination.

Fees are reduced for students with proven financial need as evidenced through the free or reduced lunch program. Students who do not meet the requirements through the free or reduced lunch program but who are experiencing financial hardship may submit a request for financial assistance to the campus principal for consideration.

Students taking AP classes but not taking the corresponding exam will not have fulfilled the requirements of the course and therefore will fall under one or more of the following categories:

1. Students who do not pay the AP exam fee by the end of the first nine-weeks may choose to remain in the AP class; however, the student **will not** receive the weighted GPA multiplier for either semester, as they will not have fulfilled the requirements of this agreement.
2. Students paying for the AP exam fee but drop the course at the end of the first semester or prior will be entitled to a refund; however, they **will not** receive the weighted GPA multiplier for the first semester. Students who remain in the class beyond the 1st semester will be obligated to remain in the AP class for the remainder of the school year.
3. Students who fail to show up to take the AP exam **will not** earn the weighted GPA multiplier for either semester. There will be no refunds for exam fees due to "no-shows" for the test. Students will also be responsible for the Unused Exam Fee of \$15.

Acknowledgment

I have read this agreement and would like to enroll in an advanced academic course. My signature indicates my understanding of the requirements and the policies explained and that I am prepared to fulfill these requirements.

Student Full Name (Please print.)

Student Signature

Date

I have read this agreement and would like my student to enroll in an advanced academic course. My signature indicates my understanding of the requirements and the policies explained and that I am prepared to adhere to these requirements.

Parent/Guardian Name (Please print.)

Parent/Guardian Signature

Date

Appendix G: Lago Vista ISD AP Capstone™ Program Application



Due to the campus counselor by May 1st.

Contact Information

Name	
Street Address	
City, State, ZIP Code	
Cell Phone	
Email Address	
Grade-Level Next Year	

Why do you want to participate in the AP Capstone™ program?

Academics

Please list the College Readiness, OnRamps, Dual Credit, and AP courses you are taking/have taken, and your current/final grade:

Student Signature

Date

Parent Signature

Date

Appendix H: Lago Vista ISD Application to Add a Performance Acknowledgment

Instructions: Please indicate the performance acknowledgment that you have completed and would like to have added to your official record. You must select the performance acknowledgment and the qualification that was met, as well as provide appropriate supporting documentation (e.g., test scores, college transcript, etc.). Please return this application and appropriate documentation to the campus registrar. Allow 15 business days to have this noted in official student records. Applications without supporting documentation will not be considered.

Student Information

Full Name: _____ Phone: _____

Grade Level: _____ Anticipated Year of Graduation: _____

Dual Credit Course Performance Acknowledgment

I have earned a performance acknowledgment for outstanding performance in a dual credit course by successfully completing:

- At least 12 hours of college academic courses with a grade of 3.0 or higher on a scale of 4.0, or
- An associate degree while in high school

Bilingualism and Biliteracy Performance Acknowledgement

I have earned a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy 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 (REQUIRED) and by 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 80 on a scale of 100; or
- demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of 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 80 on a scale of 100; or
- Earned a score of 3 or higher on a College Board AP exam for a language other than English; or
- Earned a score of 4 or higher on an IB exam for a higher-level languages other than English course; or
- Performed on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

- Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
- N/A

College Board Advanced Placement Performance Acknowledgement

I have earned a performance acknowledgment for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:

- A score of 3 or above on a College Board advanced placement examination
- A score of 4 or above on an International Baccalaureate examination

PSAT®, the SAT®, or the ACT® Performance Acknowledgement

I have earned a performance acknowledgment for outstanding performance on the PSAT®, the ACT-PLAN®, 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
- Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination
- Earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
- Earning a composite score on the ACT® examination of 28 (excluding the writing sub score)

Industry Certification or License Performance Acknowledgement

I have earned a performance acknowledgment for 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 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 promulgated 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 government entity or a state-based industry association.

Note: Certifications or licensures for performance acknowledgements shall: be age appropriate for high school students, represent a student's substantial course of study and/or end-of program knowledge and skills, include an industry recognized 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.

Student Signature

Date



Lago Vista Independent School District

Excellence in ALL We Do!

8039 Bar-K Ranch Road
P.O. Box 4929
Lago Vista, TX 78645

(512) 267-8300

www.lagovistaisd.net

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, (512) 267-8300.

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



Lago Vista ISD
Middle School
Course Guide
2023-2024

Lago Vista Independent School Guide

Middle School Course Guide

LAGO VISTA MIDDLE SCHOOL

Eric Holt, *Principal*

Kim Bentley, *Assistant Principal*

April Woodburn, *Counselor*

BOARD OF TRUSTEES

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Greg Zaleski, *Vice President*

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Jerrell Roque, *Trustee*

Rich Raley, *Trustee*

David Scott, *Trustee*

Kevin Walker, *Trustee*

SUPERINTENDENT OF SCHOOLS

Darren Webb

ADMINISTRATION

Dr. Suzy Lofton-Bullis, *Deputy Superintendent*

Tina Pasak, *Assistant Superintendent of Curriculum & Instruction*

Jason Stoner, *Director of Finance*

Heather Kercheville, *Director of Special Education*

Michelle Jackson, *Director of Student Support*

Russell Maynard, *Director of Technology*

Eric Holt, *Principal of Lago Vista Middle School*

Bonnie Sullivan, *Principal of Lago Vista Intermediate School*

Kerri Walker, *Principal of Lago Vista Elementary School*

Craten Phillips, *Athletic Director*

DISTRICT MISSION STATEMENT

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

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, (512) 267-8300.

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LAGO VISTA INDEPENDENT SCHOOL DISTRICT

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

Dear Parents and Students,

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

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

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

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

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

Sincerely,

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

Dr. Suzy Lofton-Bullis
Deputy Superintendent
Lago Vista ISD

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Scheduling Information

Course Selection Process

Step One: Review Course Catalog and Course Offerings

Students and families will receive access to the Course Guide and will be asked to review the contents with the goal of selecting courses for the upcoming year.

Step Two - Parent/Guardian Approval on Choice Sheets

Students will be given a choice sheet to take home for parents and students to use when planning their course selection for the following year. A student should select courses that will help prepare them for their future career goals. Selections should be checked carefully to see if the prerequisites for courses of interest are met. Parents/guardians will sign the choice sheet indicating their approval of the choices.

Step Three: Guidance and Ascender Student Portal

Counselors will visit with students either as a whole group or individually to answer any questions they might have about course offerings. Students will be guided through the process of entering their parent-approved course selections into Ascender StudentPortal. After this point, any change request to those selections must be made in writing on or before July 15th.

Course Selection & Availability

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

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

Schedule Corrections

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

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

Schedule corrections do not require a parent signature.

Consideration of Course Change Requests

After the initial student course selections are made during the spring semester, any request to change a course for reasons other than those listed above will only be considered in the event of a compelling educational circumstance and will require administrator approval and a parent confirmation. These requests must be submitted to the Guidance Office no later than **July 15th**. Course change requests submitted prior to the deadline will be considered in the order that they are received and will be subject to course availability and master schedule flexibility.

In order to schedule efficiently and effectively, student courses will not be changed to select different teachers, lunch periods, or an alternate elective. Please see the exit guidelines for College Readiness for information on course-level changes.

Middle School Academic Program

Lago Vista Middle School provides middle school students with a well-balanced, rigorous curriculum that **meets and exceeds** the requirements set forth by the Texas Education Agency (TEA).

A key focus of the Lago Vista ISD middle school academic program is to make certain all students are prepared for the high school curriculum by focusing on the attainment of the essential skills in English language arts, mathematics, science, and social studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology applications, and physical education. Elective course offerings may vary from year to year based upon student requests and staff availability.

The instructional program delivered at Lago Vista Middle School is based on the official standards defined by the state, known as the Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness Standards (CCRS), developed in collaboration between TEA and the Texas Higher Education Coordinating Board (THECB). The learning standards set forth in the TEKS and CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

Core academic teachers at the middle school receive training to advance preparedness for advanced coursework through College Readiness Institutes, as well as through locally developed training. These professional development opportunities equip teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

General Information

Attendance

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90% of the days the class is offered. By failing to meet state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the Lago Vista ISD Student Handbook for additional information.

Eligibility Requirements for UIL Activities

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

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

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

Credit by Examination (CBE)

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

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

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

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

There is no limit to the number of credits that can be earned through credit by exam. Parents should consult the Lago

Vista ISD Grading Guidelines or contact the campus counselor for additional information.

Credit by Examination for Acceleration (Without Prior Instruction)

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received.

A student in grades 1-7 who has not received instruction at the subsequent grade level may only be accelerated (promoted) if the student meets all of the following requirements:

1. The student achieves a minimum score of 80% on the grade-level examinations in the subsequent grade level in each of the following subject areas: language arts, mathematics, science, and social studies;
2. A school district representative recommends that the student be accelerated to the higher grade level; and
3. The student's parent or guardian gives written approval for the acceleration.

If a student wishing to advance the entire subsequent grade level fails to meet 80% mastery on any test, the testing will be discontinued. In this circumstance, the student may not attempt the CBE a second time through the District CBE process.

A student wishing to accelerate in a sequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined.

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

Credit by Examination with Prior Instruction

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

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

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

Emergent Bilingual Services

Each school district is required to offer an English as a Second Language (ESL) Program and shall provide each Emergent Bilingual (EB) the opportunity to be enrolled in the required program at his or her grade level. ESL programs include intensive instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In high school, the ESL Program shall be consistent with graduation requirements under Chapter 74.

Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition methods and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in second language acquisition methodology. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on adapting the instructional pacing and methods and accommodating materials for instruction.

Gifted and Talented

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

In middle school, Lago Vista ISD provides opportunities for G/T students to develop strengths and interests through:

- The G/T Enrichment Through Critical Thinking elective, which provides opportunities for students to learn organizational, study, and research skills for self-directed learning through an in-depth study project as an extension and enrichment of content;
- Differentiated curriculum, instruction, and assessment for advanced learners in our College Readiness courses;
- Acceleration and curriculum compacting in College Readiness Mathematics; and
- Extended enrichment opportunities, including guest speakers, field trips, and off-campus learning.

Students who do not participate in any of these opportunities may choose to “furlough” those requirements for a year. If a student furloughs for more than one year, they may be exited from the program.

Grading

Report cards are issued each nine weeks throughout the school year. In addition to report cards, the school also distributes interim progress reports every three weeks. Please see the Lago Vista ISD Grading Guidelines for additional information.

The following letter and number grading scale applies to all mastery-related grade-levels:

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

Calculation of Semester Average

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

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

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

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

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

Calculation of Yearlong Average

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. The yearlong average is calculated using the following percentages:

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

Grade Averaging

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

Honor Roll

All A Honor Roll – Students earning all “A”s in all of their classes. Average of 90% or above in every class.

A & B Honor Roll – Students earning “A”s and “B”s, with no more than 2 “B”s.

High School Credit Opportunities

The District encourages each middle school student to leave 8th grade with a minimum of 1 high school credit. High school courses regularly offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable.

GPA for High School Class Rank

Class rank is calculated only for high school students and is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level.

All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. For example, given 150 students in a grade level, the highest ranked student (number one) would be reported as 1 of 150; lowest ranking student would be reported as 150 of 150.

Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes. Class ranking shall be determined by averaging all semester grades earned in grades 9–12, with the exceptions noted below.

High school courses are weighted for rank based on the level of difficulty. Courses taken in middle school for state graduation credit shall also be used for class rank calculation, unless otherwise excluded by policy. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

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

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, College Readiness, and other eligible courses listed in policy shall receive extra weight. Please see the Lago Vista ISD Grading Guidelines for additional information on GPA and class rank for high school students.

Physical Education Requirement

Students in middle school may fulfill the requirement for physical education by:

- Taking a TEKS-based physical education class or a substitute approved by the District;
- Participating in a TEKS-based structured extracurricular activity or in an approved private or commercially sponsored physical activity program; or
- Participating in an Olympic-caliber physical activity program approved by the District.

Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Olympic level participation and/or competition include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors and the activities involved in the program must be certified by the superintendent to be of exceptional quality.

Promotion Policy

To be promoted from Grade 6 to Grade 7, Grade 7 to Grade 8, and Grade 8 to Grade 9, students must meet all the following criteria:

1. Earn a yearly course average of 70% or above in three of the following areas: English language arts, mathematics, science, and social studies. A student who receives a yearly average of 69% or less in two or more of these classes may be retained.
2. An overall average of 70% on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas.
3. Meet the 90% state-mandated requirement for attendance.

Students who fail two or more core courses may be required to attend summer school to be promoted to the next grade level.

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70% or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately.
3. Mastery of at least 70% of the objectives shall be required.

Required Instruction

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-referenced assessment program that has been in place since 2003. STAAR includes the five high school end-of-course (EOC) assessments and the grade 3–8 assessments.

The following tests are required at each grade level in middle school:

6th Grade: Math and Reading/Language Arts

7th Grade: Math*, Reading/Language Arts, and Writing

8th Grade: Math**, Reading/Language Arts, Science, and Social Studies

**Note: Students in 7th grade College Readiness mathematics will take the 8th grade STAAR test.*

***Note: Students taking Algebra I in 8th grade will take the corresponding STAAR End-of-Course (EOC) Math test.*

Section 504 Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Section 504 and the ADA cover three types of students: (1) those who have a disability (2) those who have a record of a disability and; (3) those who are regarded as having a disability. Only students in the first group (they have a physical or mental impairment that substantially limits a major life activity, thus a disability) are eligible for services under Section 504 and the ADA.

Parents, teachers, administrators, or any other District employees who know of or suspect a student may have a disability, or may require special services, should contact the campus Section 504 Coordinator for information regarding evaluation and services.

Dyslexia Services

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

Special Education Services

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment, and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate.

If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process.

The District curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained through special education accommodations, modification, or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

Summer School

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for making up work that was failed during the regular term or strengthening areas where a student is weak.

Texas Virtual School Network

The Texas Virtual School Network (TxVSN) courses are offered for grades 8-12 and ensure 100% alignment with the Texas Essential Knowledge and Skills as well as the iNACOL National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN. Tuition and fees for TxVSN courses will be the responsibility of the student and parent. You may visit the TxVSN website at <http://www.txvsn.org/> for more information.

Transfer Credit

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

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

Transfer Placement

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

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

Planning Your Path in Middle School

Middle school includes grades 6, 7, and 8 and is an important time to start thinking about high school and post-secondary plans. The courses you take and the grades you make are the foundation for the high school years. As a result, consider the following information.
15th.

College Readiness Courses

In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness for courses that are designated as "College Readiness". The purpose of the College Readiness program is to challenge motivated students

and to prepare them for success in high school advanced courses in the chosen content area.

See the College Readiness section of this course guide for more information on course options and requirements.

Accelerated Courses (Mathematics Only)

Accelerated mathematics courses in grades 6 and 7 covers three years of math (grades 6, 7, and 8) in two years. The CR Math program prepares students to take Algebra I in middle school. To enroll in accelerated coursework, students must meet course requirements.

High School Credit in Middle School

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. High school courses offered at the middle school include Algebra I, Spanish I, and Band. Grades earned in these classes will be calculated using the high school grading guidelines and will be applied towards high school GPA and rank, if applicable. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's academic achievement record and the student will be awarded state graduation credit.

Students who take these courses must show satisfactory completion of the prerequisite grade and the most recent Texas STAAR exam as well as meet state and district requirements for the high school course taken.

Some high school courses require a STAAR end of course (EOC) exam. If a student is enrolled in one of these courses, they will be required to take the exam. The following high school courses have a required EOC exam: English I, English II, Algebra I, Biology, and U.S. History. Students must pass all five EOC exams, or an approved substitute assessment, to be eligible for high school graduation.

Students who satisfactorily complete Algebra I prior to high school will continue with higher-level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school.

Students who successfully complete the two-year program for Spanish I or all of Spanish I prior to high school may use this unit earned to satisfy one credit of the Languages Other Than English (LOTE) graduation requirement in grades 9-12.

Planning for College Credit in High School

Lago Vista ISD offers many opportunities for students to earn college credit while enrolled in the District. These include College Board Advanced Placement, OnRamps dual credit through UT-Austin, and dual credit through Austin Community College and the Texas Virtual School Network (TxVSN).

AP and college credit programs are open enrollment and participation is based on the prerequisites of the course. It is recommended, but not required, that students wishing to take Advanced Placement and dual credit courses participate in College Readiness courses.

See the Lago Vista ISD High School Course Guide for more information.

Planning for College: PSAT 8/9

All 8th graders in Lago Vista ISD take the PSAT 8/9 in the fall. The PSAT 8/9 is a test that will help you and your teachers figure out what you need to work on most so that you're ready for college when you graduate from high school. It tests the same skills and knowledge as the SAT and PSAT/NMSQT — in a way that makes sense for your grade level. It's a *practice* Practice SAT!

Students will receive their PSAT 8/9 scores in the spring and will have instant access to powerful tools. The College Board and Khan Academy — a leader in online education — have teamed up to provide world-class practice tools to all students for free. With your free access to Khan Academy, you will find full-length practice tests from the College Board as well as thousands of practice questions written in collaboration with the same developers who create the SAT. In addition to being free and accessible anytime, anywhere, Official SAT Practice on KhanAcademy.org will give you personalized practice recommendations tailored to your strengths, weaknesses, and progress. It's a great way to get a jump-start on college!

For more information on college and career readiness in Lago Vista ISD, please visit:

http://www.lagovistaisd.net/default.aspx?name=curr.ins_collegecareerready

College Readiness (CR) Program

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or dual credit.

College Readiness courses are advanced courses designed to challenge students beyond grade-level academic work and to prepare students for advanced academic courses in high school. These courses include a special focus on the subject-specific activities a student is likely to encounter in a related high school advanced academic course.

College Readiness courses are available to students beginning in the 6th grade. It is recommended, but not required, that students wishing to take AP or other advanced courses in high school participate in College Readiness courses offered in middle school and high school.

How Are CR Courses Different?

College Readiness courses include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

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

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

How Many CR Courses Should a Student Take?

Consideration for the number of College Readiness courses a student should take depends on the student's motivation, self-discipline, and available time outside of class.

It is important for students and parents to remember that College Readiness course enrollment is not an "all or nothing" option. Students are not expected to enroll in all of the available College Readiness courses at their grade level. Students are encouraged to take College Readiness courses that are appropriate to their interests and academic strengths.

Characteristics Needed for Success in CR Courses

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

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

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

Students and parents are encouraged to carefully review the entry guidelines below for additional information on enrolling in middle school College Readiness coursework.

Middle School CR Enrollment

Lago Vista ISD offers inclusive enrollment for College Readiness courses (with the exception of middle school College Readiness mathematics in grades 7 and 8). This inclusive enrollment means that a student may enroll in a College Readiness class as long as he or she meets entry guidelines criteria and is willing to accept the time and learning requirements of an advanced-level class.

Parents of students who do not meet the entry guidelines criteria may still elect to enroll their students in a middle school College Readiness English/Language Arts, understanding that the student may require additional encouragement and support to be successful. In this circumstance, parents will be asked to sign a waiver indicating their understanding of College Readiness course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available College Readiness math in grades 7 or 8. Please see the entry guidelines for the middle school College Readiness math sequence for additional information.

CR Mathematics in Middle School

Middle school College Readiness mathematics courses cover accelerated content that is above grade-level and, therefore, enrollment does not follow the same inclusive enrollment policy.

Middle School CR Course Sequence

6th Grade: College Readiness 6th Grade Math (6th/7th Grade Content)

7th Grade: College Readiness 7th Grade Math (7th/8th Grade Content)

8th Grade: Algebra I (High School Credit)

Students who complete the College Readiness mathematics course sequence will become a year accelerated in content, so that they may take Algebra I in 8th grade. As a result of this acceleration, it is imperative that students have a firm foundation in prerequisite knowledge and skills before moving from a grade-level mathematics course to a College Readiness mathematics course.

The entry guidelines for middle school College Readiness mathematics that follow are in place to ensure that students have demonstrated mastery of the Texas Essential Knowledge and Skills required for acceleration.

Students successfully completing a course in the middle school College Readiness sequence will proceed to the next course in the sequence. Students who are not currently in the middle school College Readiness math sequence may be evaluated for entry into the program prior to the beginning of the school year.

Entry Guidelines for Middle School CR Courses in Mathematics

The 6th and 7th grade College Readiness mathematics courses use an above grade-level compacted curriculum that allows students to enroll in Algebra I in grade 8. The information that follows outlines the requirements for entry into any course in the middle school College Readiness math sequence.

Under no circumstances may a student enroll in a College Readiness math course in grades 7 or 8 if he or she has not met prerequisite requirements. The middle school College Readiness course sequence is outlined in the appendix of this guide.

6th Grade CR Math

The curriculum for this course completes the study of all of the 6th grade mathematics TEKS and a large portion of the 7th grade mathematics TEKS. Students in 6th grade College Readiness mathematics take the 6th grade math STAAR test because they will not have finished the entirety of the 7th grade math TEKS.

To enroll in 6th grade College Readiness Math, a student must have:

1. Earned an overall grade of 90% or higher in the 5th grade math; and
2. Scored "Masters Grade Level" on the 5th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

Parents of students who do not meet the entry guidelines criteria for enrollment in College Readiness math in Grade 6 may still elect to enroll their students in the course, understanding that the student may require additional

encouragement and support to be successful. In this circumstance, parents will be asked to sign a waiver indicating their understanding of College Readiness course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available for College Readiness math in grades 7 or 8.

7th Grade CR Math

The curriculum for this course finishes the study of the remaining 7th grade mathematics TEKS and completes the study of the 8th grade mathematics TEKS. Students in 7th grade College Readiness mathematics take the 8th grade STAAR test.

To enroll in 7th grade College Readiness Math, a student must have:

1. Earned an overall grade of 80% or higher in the 6th grade College Readiness math; and
2. Scored “Masters Grade Level” on the 6th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course through a locally developed and administered screening test. All College Readiness screening assessments for mathematics are conducted during the summer. A student may take the assessment one time and must earn a score of 80% or higher in order to qualify for course enrollment.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

8th Grade Algebra I

Middle school students who pass 8th Grade Algebra I will receive high school credit for this course. Students in Algebra I take the STAAR End-of-Course (EOC) exam as a part of their high school graduation requirements.

To enroll in 8th Grade Algebra I course, a student must have:

1. Earned an overall grade of 80% or higher in the 7th grade College Readiness math; and
2. Scored “Masters Grade Level” on the 8th grade STAAR assessment for mathematics taken in 7th grade College Readiness math.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

A student who fails to meet these requirements may request to demonstrate the prerequisite skills for this course by successfully demonstrating mastery on a District-approved credit by examination for 8th grade mathematics. A student must earn a score of 80% higher mastery for the two semesters combined.

All assessments for entry into the program must be completed prior to the beginning of the school year. Please contact the campus counselor for additional information.

Entry Guidelines for Middle School CR English Language Arts

Middle school students who wish to enroll in College Readiness English/Language Arts courses must:

1. Earn an overall grade of 90% or higher in the previous content-related course or a grade of 80% or higher in the previous College Readiness content-related course.
2. Score “Masters Grade Level” on the most recent course-related state-mandated performance assessments (STAAR) scores, if available.
3. Demonstrate the personal characteristics needed for success in College Readiness courses.

Parent Waiver

Parents of students who do not meet the entry guidelines criteria for enrollment in College Readiness English Language Arts may still elect to enroll their students in a College Readiness course, understanding that the student may require additional encouragement and support to be successful in these courses. In this circumstance, parents will be asked to sign a waiver indicating their understanding of College Readiness course requirements, including exit guidelines.

Exit Guidelines for All CR Courses

The following guidelines apply for any student who wishes to exit a College Readiness course. Prior to any consideration to exit a College Readiness course:

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

A student requesting to exit a College Readiness course must petition the campus counselor in writing with a parent signature. The petition for exit will be considered during an exit conference with a campus administrator, the campus counselor, the student, the student’s parent, and teacher.

The campus decision regarding whether to grant the petition to exit a College Readiness course must consider:

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

A student experiencing success (able to maintain a C or better for the semester average) should remain in the course, unless there are other extenuating circumstances.

A student who earns an “F” at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

Summer Assignments for CR Courses

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

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

Required pre-course assignments are necessary because:

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

Works Selection

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

Accessing Materials

If possible, students should purchase their own copies of required readings. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. Students may buy these books at local bookstores or for a reduced cost online. Students may also check out chosen works from the public library or find digital copies online.

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

New and Transfer Students

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

Course Descriptions

Courses in this guide may not be available or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.

6th Grade Courses

English Language Arts (ELA) 6

Course Number: 1106

Full Year

Prerequisite: None

English Language Arts 6 is designed to stimulate students to engage in deeper levels of thinking and higher levels of reading comprehension. Students will strengthen their understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis will be placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will be expected to read and write on a daily basis.

CR English Language Arts (ELA) 6

Course Number: 1116

Full Year

Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.

College Readiness English Language Arts 6 is a course designed for high-achieving 6th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. The class covers 6th grade content and engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will develop an understanding of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer reading may be required.**

Math 6

Course Number: 1206

Full Year

Prerequisite: None

Math 6 focuses on developing a strong understanding of operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy. Students will multiply and divide rational numbers and will use reasoning about multiplication and division to solve rate, ratio, and proportion problems. Students will write expressions and equations as well as

derive and use formulas to connect learning to real-world problem solving.

CR Math 6

Course Number: 1216

Full Year

Prerequisite: Overall grade of 90% or higher in 5th grade math; Final Level II on 5th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.

College Readiness Math 6 is a course designed for high-achieving 6th grade students with advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. College Readiness Math 6 compacts and accelerates the content of 6th and 7th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. In addition to the primary focal points of using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy, the curriculum will include a rigorous problem solving component. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently.**

Science 6

Course Number: 1306

Full Year

Prerequisite: None

Science 6 is interdisciplinary in nature; however much of the content focus is on physical science. This course utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Topics of study include elements, compounds and mixtures, energy resources, potential and kinetic energy, energy transformations, force and motion, solar system and space exploration, taxonomic classifications and levels of organization in ecosystems.

World Cultures 6

Course Number: 1406

Full Year

Prerequisite: None

World Cultures 6 is the study of people, places, and societies of the contemporary world. Students will describe the influence of individuals and groups on historical and contemporary events in societies and identify the locations and geographic characteristics of various societies. Students

identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. Students will use a variety of rich primary and secondary source material such as biographies, autobiographies, speeches, letters, poetry, songs, and artworks. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking.

7th Grade Courses

English Language Arts (ELA) 7

Course Number: 1107

Full Year

Prerequisite: None

The English Language Arts 7 course is designed to develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course emphasizes reading a variety of genres, writing a wide variety of compositions, and integrating research and presentation skills. Students learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing. Integrated multicultural literature studies are used as stimuli or models for writing as well as to promote literary analysis skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis.

CR English Language Arts (ELA) 7

Course Number: 1117

Full Year

Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.

College Readiness English Language Arts 7 is a course designed for high-achieving 7th grade students demonstrating advanced English language arts skills who will receive instruction leading to subsequent advanced English Language Arts courses. Students participate in several independent and group projects. They write for a variety of audiences, in a number of formats, and for varied purposes, including to inform, to persuade, and to entertain. Throughout the course, students follow the steps of the writing process and utilize self, peer, and teacher evaluations to revise writing. Students are taught an array of elaboration strategies. Integrated multicultural literature studies will also be used as stimuli or models for writing. Improvement in grammar is approached by emphasizing higher-level thinking for writing. Instruction includes research and listening skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an**

additional time requirement and be willing to work independently. Summer reading may be required.

Math 7

Course Number: 1207

Full Year

Prerequisite: None

In Math 7, students will develop an understanding of direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers in problem solving situations; and using statistical measures to describe data. Students will use proportionality and ratio to describe and solve situations involving discounts, interest, taxes, and percent of increase or decrease. They will compose and decompose 2- and 3-dimensional objects to create and validate formulas for surface area and volume. Students will extend their learning in addition, subtraction, multiplication and division of integers and rational numbers by applying the properties of arithmetic to consider negative numbers in everyday contexts.

College Readiness Math 7 (Pre-Algebra)

Course Number: 1217

Full Year

Prerequisite: Overall grade of 80% or higher in College Readiness Math 6; Final Level II on 6th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.

College Readiness Math 7 is a course designed for high-achieving 7th grade students demonstrating advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. College Readiness Math 7 compacts and accelerates the content of 7th and 8th grade mathematics curriculum with added rigor, depth, global connections, multiple representations (verbal, algebraic, numerical, graphical, physical), and expectations of sophistication in student work. This course reviews arithmetic procedures and begins a student's investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Students in this course will take the 8th Grade Mathematics STAAR exam.**

Science 7

Course Number: 1307

Full Year

Prerequisite: None

Science 7 is designed for all students and utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

Texas History 7

Course Number: 1407

Full Year

Prerequisite: None

In Texas History 7, students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. American and nationalistic viewpoints of the critical events of the Civil War and Reconstruction are emphasized in order to prepare students for future studies. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

8th Grade Courses

English Language Arts (ELA) 8

Course Number: 1108

Full Year

Prerequisite: None

In English Language Arts 8, students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will engage in activities that build on their prior knowledge and skills in order to strengthen skills in oral and written communication in four basic areas: grammar, spelling, composition, and literature. This course is also designed to prepare students for high school English and advanced

vocabulary development. Emphasis is placed on correctly using the writing process and using critical thinking skills. Students will be expected to read and write on a daily basis.

CR English Language Arts 8

Course Number: 1118

Full Year

Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.

College Readiness English 8 is a course designed for high-achieving 8th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent College Readiness and AP English Language Arts courses. This course engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis. **Students should expect an additional time requirement and be willing to work independently. Summer reading may be required.**

Math 8 (Pre-Algebra)

Course Number: 1208

Full Year

Prerequisite: None

Math 8 reviews arithmetic procedures and begins a student's in-depth investigation into algebraic concepts. The primary focal points of Math 8 include representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking.

HS Algebra I

Course Number: 1209

PEIMS #03100500

HS Credit: 1, Full Year

Prerequisite: Overall grade of 80% or higher in 7th grade College Readiness math and Final Level II on 8th grade STAAR in math (taken in 7th grade College Readiness math) OR Math 8 Credit-by-Exam for Acceleration (CBE); Demonstrated ability according to District criteria; See entry guidelines.

HS Algebra I is a course designed for high-achieving 8th grade students demonstrating advanced mathematical skills, who will receive instruction leading to subsequent advanced mathematics courses. This course will focus on concepts, such as functional relationships and problem solving in real situations, including, but not limited to the following: table building, coordinate graphing, equation writing and solving,

operations on polynomials, factoring, and real number computation with an intense focus on high level application, problem solving, and higher order thinking processes. This course will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability, and statistics. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. There is a strong expectation that all of the students in the middle school College Readiness math sequence are preparing for Advanced Placement Calculus or other college-level mathematics coursework in high school. **Students should expect an additional time requirement and be willing to work independently. Upon successful completion, this course grants high school credit. The grade earned will be factored into the student's high school GPA. Students in this course will take the Algebra I EOC STAAR exam.**

Science 8

Course Number: 1308

Full Year

Prerequisite: None

In Science 8, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems, seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data.

U.S. History 8

Course Number: 1408

Full Year

Prerequisite: None

In US History 8, students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

Electives

Some elective courses have costs and fees associated with them. Please see your counselor or the elective educator if you need assistance with course fees.

Fine Arts - Art

Art 6

Course Number: 1751

Semester

Prerequisite: None

This course is comprised of four basic strands- foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Required for all 6th graders.**

Note: There is a \$10 materials fee for this course.

Art 7

Course Number: 1752

Semester

Prerequisite: Art 6 recommended

This course expands and enhances student learning in the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$20 materials fee for this course.**

Art 8

Course Number: 1753

Semester

Prerequisite: *Art 7 recommended*

This course expands and enhances student learning in the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the course. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. **Note: There is a \$20 materials fee for this course.**

Fine Arts - Music

Beginning Band

Course Number: 1901

Full Year

Prerequisite: *None; This course is recommended for 6th and 7th graders who are participating in band for the first time*

Beginning band is the introduction to the focused study of instrumental music. This course is designed to provide students with a focused introduction to instrumental music in brass, woodwind, or percussion instruments. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. A rental fee may be charged to offset any repair costs on instruments owned by the District.

Symphonic Band

Course Number: 1902

Full Year

Prerequisite: *Beginning Band; This course is recommended for 7th and 8th graders*

This is a continuing course designed to further develop instrumental music instruction for students who have previously played a brass, woodwind, or percussion instrument. Students will not only receive instruction on using correct embouchure, hand position, posture, breathing, and articulations but will also learn advanced fingerings, scales, vibrato, and music terminology. There are several concert performances, parade performances, and competitions in solo and ensemble each year. These band members perform individually at concerts and may compete at the University Interscholastic League Concert and Sight-Reading Competition in the spring. Attendance at rehearsals and all after-school performances is required. A rental fee may be charged to offset any repair costs on instruments owned by the District.

HS Marching/Concert Band I

Course Number: 2931

PEIMS #PES00012

Credit: ½, Semester

Course Number: 2738

PEIMS #03150100

Credit: 1, Full Year

Prerequisite: *Audition and teacher approval*

Marching/Concert Band I is the focused study of musical instrument performance skills, basic and advanced music theory, sight-reading skills, marching, concert, ensemble, and solo skills. Participation in band is subject to instructor placement determined by an audition to assess the student's instrumental technique and music reading skill. All band students are required to participate in rehearsals and performances before and after school. The Viking Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students participate in Marching Band in the fall and Concert Band in the spring. A rental fee may be charged to offset any repair costs on instruments owned by the District. Students will receive an additional physical education substitution credit for the fall semester of marching band. A student must take two semesters of Marching Band to equal 1 physical education substitution credit. **Completion of this course earns a student high school credit. Because marching band is a substitute for physical education in high school, the grade earned will NOT be factored into the student's high school GPA.**

Fine Arts - Dance

Dance

Course Number: 19??

Full Year

Prerequisite: *None*

Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance. Students in 7 or 8 enrolled in the first year of dance may select Dance. This course may only be taken one time. This course does not award high school credit.

Health

Health 7

Course Number: 1830

Semester

Prerequisite: 7th graders only

In Health 7, students will develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Draw the Line-Respect the Line" curriculum. **This is a required course.**

Languages Other Than English

Beginning Spanish

Course Number: 1808

Semester

Prerequisite: 7th and 8th graders only

Beginning Spanish is a beginning level course that will introduce the student to a variety of areas of the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

HS Spanish I

Course Number: 1802

PEIMS #03440100

HS Credit: 1, Full Year

Prerequisite: 8th graders only; Beginning Spanish strongly recommended

HS Spanish I provides an introduction to the five Cs: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). **Completion of this course earns a student high school credit. The grade earned will be factored into the student's high school GPA.**

Physical Education

Physical Education 6

Course Number: 1601

Full Year

Prerequisite: None

In Physical Education 6-8, students will improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 6th graders; may be substituted with Pre-Athletics.**

Physical Education 7

Course Number: 1602

Full Year

Prerequisite: None

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 7th graders; may be substituted with Athletics.**

Physical Education 8

Course Number: 1603

Full Year

Prerequisite: None

In Physical Education 6-8, students will continue to improve and develop their fitness knowledge and level through a variety of individual and team sports and activities. All activities are designed to improve their personal fitness level and acquire health and fitness information necessary to become healthy and active adults. State fitness testing will also be included in this course. Students are required to dress out in campus specific fitness attire. Grades are based on participation, skills, and written tests. **Required for 8th graders; may be substituted with Athletics.**

Pre-Athletics 6 (Boys)

Course Number: 1623

Full Year

Prerequisite: 6th grade boys only; Sports physical

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

Pre-Athletics 6 (Girls)

Course Number: 1624

Full Year

Prerequisite: 6th grade girls only; Sports physical

Pre-athletic Physical Education is designed to prepare students for athletic participation and may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. **This course is a substitute for the required PE course.**

Athletics 7 (Boys)

Course Number: 1620

Full Year

Prerequisite: 7th grade boys only; Sports physical

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

Athletics 7 (Girls)

Course Number: 1621

Full Year

Prerequisite: 7th grade girls only; Sports physical

Athletics 7 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

Athletics 8 (Boys)

Course Number: 1618

Full Year

Prerequisite: 8th grade boys only; Sports physical

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to

meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

Athletics 8 (Girls)

Course Number: 1619

Full Year

Prerequisite: 8th grade girls only; Sports physical

Athletics 8 may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition. Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics. Annual UIL physicals are required for all students participating in one or more sports. In order to meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year. **This course is a substitute for the required PE course.**

Technology Applications

Technology Applications 7

Course Number: 1763

Semester

Prerequisite: 7th graders only

The Technology Applications 7 course covers five strands that prepare students to be literate in technology applications: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands. The study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 7th graders.**

Locally Developed Courses & Special Programs

College and Career Readiness/Technology Applications 8

Course Number: 1992

Semester

Prerequisite: 8th graders only

This course is designed to guide students through the development of a college and career readiness and achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths. This course also covers the five Technology Applications strands that prepare students to be literate in technology applications: computational thinking;

creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands. The study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 8th graders.**

Debate

Course Number: 1820

Semester

Prerequisite: 7th and 8th graders only

This course focuses on debate as a medium to educate students regarding evolving platforms of social media and related legal, constitutional, and ethical issues. The course will highlight the debatable issues associated with digital citizenship, including the laws regarding social media, inappropriate usage, and online harassment. Students will also practice their research skills, reasoning ability, and critical thinking competency. They will apply these skills by sharing orally and in writing their developed opinions and research findings on course topics in a variety of debate formats including Lincoln/Douglas, Four Debater, and Socratic Seminar. This course does not award high school credit.

Introduction To Sports Medicine

Course Number: 1994

Semester

Prerequisite: 8th graders only

This introductory sports medicine class will provide students with a basic preview of the field of sports medicine. The course will cover topics to include: basic anatomy, assessment strategies, rehabilitation techniques, training theories, careers, and nutrition education. Introduction to Sports Medicine is a course designed for students who have an interest in a future career in the field of sports medicine or for anyone who would like to gain a basic understanding of injury prevention and recovery strategies. This course does not award high school credit.

Leadworthy®

Course Number: 19??

PEIMS #N1290012

Credit: ½, Semester

Prerequisite: 8th graders only

Leadworthy® is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of

what it means to be an effective member of the community through community service. **This is a pass/fail course. Upon successful completion, this course grants high school credit. The grade earned will NOT be factored into the student's high school GPA because pass/fail courses are excluded.**

Literature Lab 6

Course Number: 1983

Full Year

Prerequisite: 6th graders only; Campus recommendation

The Reading Rally 6 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

Literature Lab 7

Course Number: 1984

Full Year

Prerequisite: 7th graders only; Campus recommendation

The Reading Rally 7 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills with support for writing. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

Literature Lab 8

Course Number: 1985

Full Year

Prerequisite: 8th graders only; Campus recommendation

The Reading Rally 8 course is in addition to the grade level language arts course and is designed for students who need assistance in mastering foundational reading skills. The course provides for individualized instruction to meet each student's unique need in decoding, fluency, vocabulary development and comprehension. Students will be expected to read and write on a daily basis. **All students who failed to meet standard on the previous year's STAAR Reading assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level ELAR course and is taken as a required elective.**

Math Masters 6

Course Number: 1950

Full Year

Prerequisite: 6th graders only; Campus recommendation

The Math Masters 6 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as whole numbers, integers, rational numbers, proportional relationships, fractions, percentages, ratios, algebraic relationships, geometric relationships, equations and inequalities, graphical numeric representation, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

Math Masters 7

Course Number: 1951

Full Year

Prerequisite: 7th graders only; Campus recommendation

The Math Masters 7 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as operations to solve problems with rational numbers, proportional relationships, probability and statistics, linear relationships, geometric relationships, one-variable equations and inequalities, statistical representations, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

Math Masters 8

Course Number: 1952

Full Year

Prerequisite: 8th graders only; Campus recommendation

The Math Masters 8 course provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions. The course includes topics, such as irrational numbers, decimal and scientific notation, using proportional relationships to describe dilations, proportional and non-proportional relationships involving slope, foundational concepts of functions, geometric formulas, equations and inequalities, foundational concepts of simultaneous linear

equations, statistical procedures, and personal financial literacy. **All students who failed to meet standard on the previous year's STAAR mathematics assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken as a required elective.**

Mythbusters

Course Number: 1370

Semester

Prerequisite: 7th and 8th graders only; Teacher approval

Separating truth from fiction can be tough. In Mythbusters, students will endeavor to find the truth as we put myths to the test in the classroom! Students will problem-solve, collaborate, and make new discoveries. This class is inspired by the hit TV show "Mythbusters." This course engages learners in problem solving in the areas of engineering, forensic science and emerging media. Through inquiry and project based learning, learners will hypothesize, acquire and analyze data, and formulate conclusions. Learners, as investigators, will experience science as the application of mathematics and science as a vehicle for making meaning within a scientific investigation.

Principles of Arts, Audio/Video Tech, and Communications

Course Number: 1811

PEIMS #13008200

Credit: 1, Full Year

Prerequisite: 8th graders only; Previous success in a technology course

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Students who will excel in this class will possess a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this class, 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. **Upon successful completion, this course grants high school credit. The grade earned will be factored into the student's high school GPA.**

Speech

Course Number: 1707

Semester

Prerequisite: 6th graders only

Communication is an integral part of our social, cultural, and academic lives; therefore, students should develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. In this course, students will develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become

competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. This course does not award high school credit.

Student Aide

Course Number: 2000

Semester

Prerequisite: 8th graders only; Administrator approval

The Student Aide course is designed to allow students the opportunity to learn responsibility through assisting educational professionals. Skills that may be learned are as follows: filing, phone etiquette, peer assistance, use of office equipment, communication skills, and others. Because confidentiality and quality of work are essential for this position, the student may not have a history of disciplinary infractions, and will need a teacher recommendation and an administrator's approval.

Viking Valor/Technology Applications 6

Course Number: 1860

Semester

Prerequisite: 6th graders only

The Viking Valor course provides all 6th grade students with instruction to help aid in the transition to middle school, while also helping students to develop a healthy self-concept and skills for responsible decision making. The Viking Valor curriculum covers the required Health TEKS for Grade 6 and will reinforce, foster, and apply positive character traits, as well as help students to gain the knowledge and skills necessary to manage emotions, reactions, and relationships that are essential to reaching one's full potential.

The Viking Valor class consists of several basic units of study:

1. Utilizing resources (Middle School transition, time management, study skills, multimedia tools);
2. Communication (building positive relationships and presenting information effectively);
3. Critical thinking and problem solving;
4. Character development (anti-bullying, citizenship, and positive behavior development).
5. Healthy living (nutrition, importance of physical activity, decision-making skills to make positive health choices)
6. Safety (digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations); and
7. Responsible Decision Making alcohol, tobacco, and other drugs.

This course also covers the five Technology Applications strands that prepare students to be literate in technology applications: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts.

Communication and collaboration skills are embedded across the strands. The study of technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. This course incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond. **Required for 6th graders.**

Yearbook

Course Number: 1215

Full Year

Prerequisite: 7th and 8th graders only

Yearbook is a course designed for highly motivated, independent, and creative individuals who wish to learn how to create and design a school yearbook using desktop publishing software. In addition to creating the yearbook, students will learn about and discuss age-appropriate social issues and character education to design visual media and promote awareness and demonstrate mastery. This course does not award high school credit.

Appendix A: Program of Studies for Middle School Students

6 th Grade	7 th Grade	8 th Grade
English Language Arts 6 <i>or</i> CR English Language Arts 6	English Language Arts 7 <i>or</i> CR English Language Arts 7	English Language Arts 8 <i>or</i> CR English Language Arts 8
Math 6 <i>or</i> CR Math 6* <i>*See entry requirements.</i>	Math 7 <i>or</i> CR Math 7* <i>*See entry requirements.</i>	Math 8 <i>or</i> HS Algebra I* <i>*See entry requirements.</i>
Science 6	Science 7	Science 8
World Cultures 6	Texas History 7	U.S. History 8
PE 6 <i>or</i> Pre-Athletics 6	PE 7 <i>or</i> Athletics 7	PE 8 <i>or</i> Athletics 8
Viking Valor /Tech Apps 6 + Art 1	Health + Tech Apps 7	College & Career Readiness/Tech Apps 8 + 1 semester elective below
<p><i>1 full year or 2 semesters of the following electives:</i></p> <p>Beginning Band Literature Lab 6* Math Masters 6* Mythbusters (Semester) Speech (Semester)</p>	<p><i>1 full year or 2 semesters of the following electives:</i></p> <p>Art 2 (Semester) Beginning Band Beginning Spanish (Semester) Debate (Semester) Literature Lab 7* Math Masters 7* Dance 1 Symphonic Band</p>	<p><i>1 full year or 2 semesters of the following electives:</i></p> <p>Art 3 (Semester) Beginning Band Beginning Spanish (Semester) Dance 1 Debate (Semester) HS Credit: Marching/Concert Band I HS Credit: Spanish I Intro to Sports Medicine (Semester) Yearbook Leadworthy (Semester) Literature Lab 8* Math Masters 8* Student Aide (Semester) Symphonic Band</p>

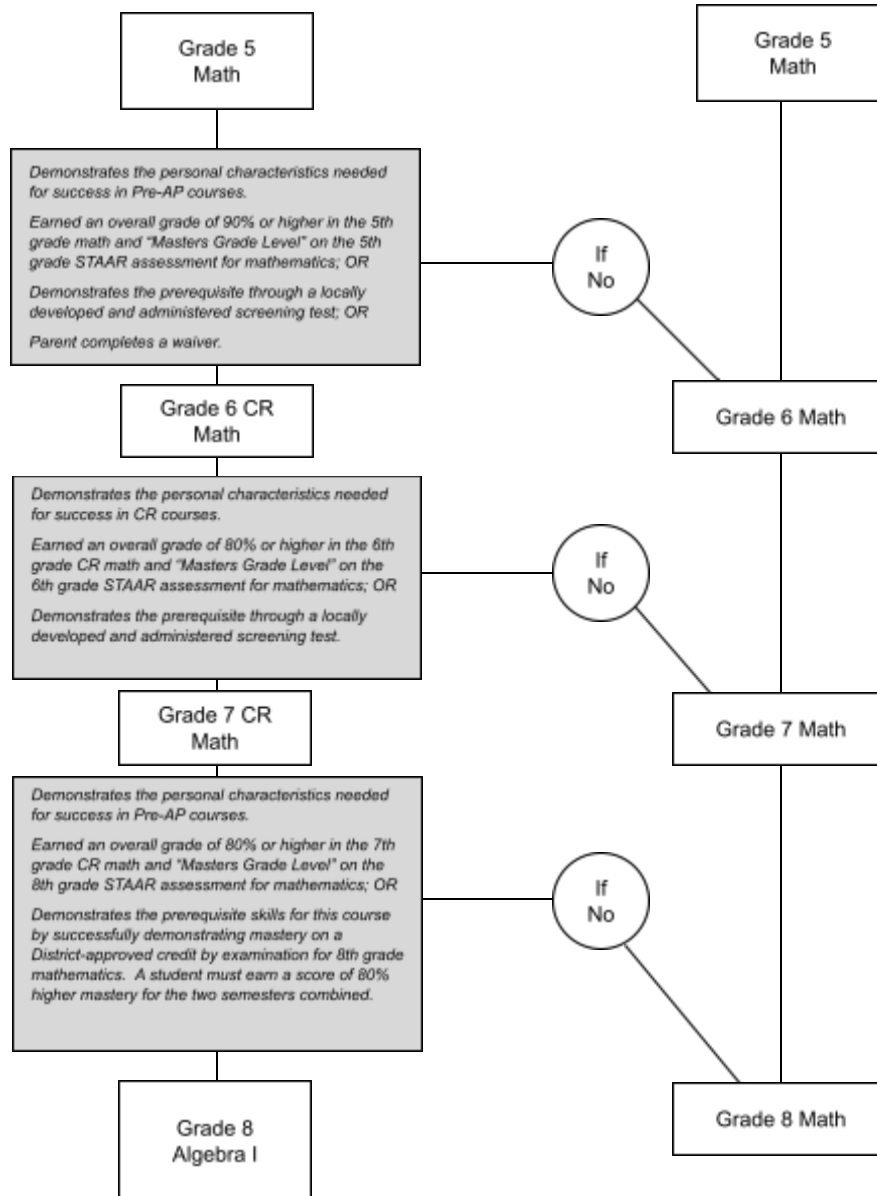
**Must meet qualifications*

Appendix B: Foundation High School Program Graduation Plan Side-by-Side

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

*Lago Vista ISD requirement in order to meet State-required curriculum elements.

Appendix C: Lago Vista ISD Middle School College Readiness Accelerated Math Sequence





Lago Vista Independent School District

Excellence in ALL We Do!

8039 Bar-K Ranch Road
P.O. Box 4929
Lago Vista, TX 78645

(512) 267-8300

www.lagovistaisd.net

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

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



Lago Vista ISD

Approval of 2023-2024 Innovative Courses

Advanced Floral Design

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.

Advanced Placement (AP) Seminar

AP Seminar is a foundational course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Advanced Placement (AP) Research

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.

Fundamentals of Real Estate

In Fundamentals of Real Estate, students gain knowledge and skills in general principles of real estate, the law of agency, the law of contracts, use of promulgated forms and real estate finance. Students analyze the elements of a real estate transaction, including representation, financing, title, closing and deeds.

G/T Independent Study Mentorship, Levels I – IV: Program Seminar (ISM)

This course, based on the Exit Level Texas Performance Standards Project (TPSP) for gifted/talented (G/T) students, offers a non-traditional learning experience to those students who have the ability to create innovative products or performances.

Leadworthy

Leadworthy is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. Students will develop an understanding of what it means to be an effective member of the community through community service.

Marketing

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice.

Peer Assistance and Leadership® I-II (PALs)

The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. PALs serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision-making skills. In addition, PALs participate in various community service projects.

Peer Assistance for Students with Disabilities I-II

Peer Assistance for Students with Disabilities is designed to promote an inclusive educational environment for special education students. Peer assistants assist teachers in general education and special education settings by helping to facilitate inclusion in the classroom.

Sports Medicine I-II

This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

Strategic Learning for High School Math

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

Lago Vista ISD

Kindergarten Acceleration Procedures

Lago Vista ISD believes that great care should be taken with student acceleration at this early grade and strongly encourages all learners to participate in kindergarten due to the social, developmental, emotional, and academic benefits this grade level provides. In accordance with policy EHDC(LOCAL), a child who is five years old at the beginning of the school year shall be eligible to be assigned initially to grade 1 rather than kindergarten upon meeting the board approved procedures listed below.

Kindergarten Acceleration

A student in kindergarten may be accelerated to first grade if he or she meets all of the following requirements in this order:

1. The student will be five years old on or before September 1st AND will be six years old on or before December 31 of the same calendar year.
2. The parent or legal guardian conferences with the campus principal or designee to discuss the request for kindergarten acceleration.
3. The student's parent or legal guardian initiates the official request for kindergarten acceleration in writing to the campus principal no later than May 1st of the calendar year during which the student is eligible to begin kindergarten.
4. The student scores at or above the kindergarten end-of-year expectations on the DRA reading assessment. This assessment is administered by a kindergarten teacher or designee.
5. The student scores 90% on each of the following kindergarten content area Credit by Examination (CBE) assessments: language arts, math, science, and social studies. Parents/guardians are solely responsible for registration, payment, and coordinating the administration of all CBEs for acceleration. All CBEs for acceleration must be completed and scores must be received by the District no later than August 1st of the calendar year during which the student is eligible to begin kindergarten.
6. The student successfully completes a three-week probationary period in first grade. Once the three-week probation is complete and the campus confirms that the student is appropriately placed, the child will be accelerated to first grade.

Lago Vista ISD Special Programs

State Compensatory Education (SCE)

Local Criteria for At-Risk - DRAFT

AT-RISK

The State designation of “At-Risk” includes includes each student who is under 26 years of age and who:

- A. Was not advanced from one grade level to the next for one or more school years, unless the student did not advance from pre-kindergarten or kindergarten to the next grade level only as a result of the request of the student’s parent; [Students remain “at-risk” until they graduate.]
- B. Is in grades 7–12 did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; [TEC 28.002 - English Language Arts, Math, Science , Social Studies]
- C. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; [Per HB 4545, if a student did not take 1 or more of the STAAR or EOC assessments in the prior year, they did not demonstrate satisfactory performance on the assessment and are at-risk. A student performs satisfactorily when they earn the designation of “Approaches Grade Level” or higher on STAAR or EOC, or achieves mastery of the district BOY Assessment(s) in the current year.]
- D. Is in pre-k, kindergarten, or grades 1– 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- E. Is pregnant or is a parent;
- F. Has been placed in a DAEP in accordance with Education Code 37.006 (mandatory placement) during the preceding or current school year;
- G. Has been expelled during the preceding or current school year;
- H. Is currently on parole, probation, deferred prosecution, or other conditional release;
- I. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. Is emergent bilingual, as defined by Section 29.052;
- K. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- L. Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD];

- M. Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. [A foster home, which is covered under criterion 11, is not the same as a foster group home.]
- N. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Texas Penal Code, §1.07; or
- O. Is enrolled in a school district or open-enrollment charter-school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548. [Indicator “o” is not applicable to Lago Vista ISD, as we do not have a designated Dropout Recovery School.]

LOCAL ELIGIBILITY CRITERIA

In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year.
Education Code 29.081(g)

PROPOSED LOCAL AT-RISK CRITERIA

Local At-Risk designation includes students who do not otherwise meet the “State” designation for at-risk and who are:

- In grades 4-5 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- Enrolled in PK;
- Served by the dyslexia program; or
- Struggling academically by meeting one of the following:
 - Secondary student failing one foundation course, or failing 2+ before the prior year; or
 - Identified and served with appropriate documentation as a Tier 2 student in the current year in either mathematics or reading.

BANK STATEMENTS/INVESTMENTS

22-23	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00							
General Sweep	\$ 2,262,428.59	\$ 524,542.49	\$ 512,757.31	\$ 1,377,015.68	\$ 341,159.99							
Lonestar Construction	\$ 39,916,622.57	\$ 39,256,123.10	\$ 36,857,636.49	\$ 35,374,857.72	\$ 33,777,883.37							
Lonestar M & O	\$ 6,327,886.19	\$ 4,958,092.46	\$ 3,950,691.05	\$ 15,751,063.66	\$ 25,315,099.64							
Lonestar I&S	\$ 2,774,059.96	\$ 2,781,716.98	\$ 2,933,440.48	\$ 7,558,511.69	\$ 12,140,919.59							
Texpool M&O	\$ 98,945.73	\$ 99,192.55	\$ 99,486.64	\$ 99,822.89	\$ 100,182.72							
Texpool I&S	\$ 198.89	\$ 199.51	\$ 200.11	\$ 200.73	\$ 201.35							
TOTAL (less Conctruction)	\$ 11,463,520.36	\$ 8,363,744.99	\$ 7,496,576.59	\$ 24,786,615.65	\$ 37,897,564.29	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Difference	\$ (2,387,900.97)	\$ (3,099,775.37)	\$ (867,168.40)	\$ 17,290,039.06	\$ 13,110,948.64	\$ (37,897,564.29)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
INTEREST EARNED												
General	\$ -	\$ -	\$ -	\$ -	\$ -							
General Sweep	\$ 2,431.78	\$ 1,138.86	\$ 2,366.93	\$ 3,319.66	\$ 2,601.52							
Lonestar Construction	\$ 80,236.80	\$ 108,953.97	\$ 125,564.85	\$ 134,246.66	\$ 135,444.68							
Lonestar M & O	\$ 14,968.41	\$ 16,592.64	\$ 14,287.96	\$ 24,838.31	\$ 79,809.16							
Lonestar I&S	\$ 6,091.95	\$ 7,657.02	\$ 9,243.60	\$ 15,354.20	\$ 38,438.99							
Texpool M&O	\$ 195.81	\$ 246.82	\$ 294.09	\$ 336.25	\$ 359.83							
Texpool I&S	\$ 1.14	\$ 0.62	\$ 0.60	\$ 0.62	\$ 0.62							
TOTAL INTEREST	\$ 103,925.89	\$ 134,589.93	\$ 151,758.03	\$ 178,095.70	\$ 256,654.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cumulative	\$ 103,925.89	\$ 238,515.82	\$ 390,273.85	\$ 568,369.55	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35	\$ 825,024.35

BANK STATEMENTS/INVESTMENTS												
21-22	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
General Sweep	\$ 369,526.01	\$ 295,599.36	\$ 483,177.02	\$ 335,575.50	\$ 276,812.71	\$ 579,971.07	\$ 536,712.05	\$ 496,653.64	\$ 312,111.68	\$ 658,101.08	\$ 477,033.77	\$ 3,666,484.20
Lonestar Construction	\$ 41,080,016.54	\$ 40,516,098.47	\$ 40,378,140.03	\$ 40,032,217.45	\$ 38,998,446.56	\$ 36,657,395.90	\$ 31,936,678.73	\$ 30,583,954.64	\$ 28,944,611.73	\$ 24,352,388.49	\$ 24,332,736.41	\$ 15,357,352.26
Lonestar M & O	\$ 6,064,588.11	\$ 5,183,829.43	\$ 4,879,199.17	\$ 8,408,550.61	\$ 17,747,804.36	\$ 18,779,765.60	\$ 17,725,578.42	\$ 16,754,996.32	\$ 16,022,816.11	\$ 14,713,132.09	\$ 13,603,465.22	\$ 7,318,197.21
Lonestar I&S	\$ 2,688,002.34	\$ 2,735,813.47	\$ 3,099,855.36	\$ 4,802,119.23	\$ 8,634,387.22	\$ 7,775,664.65	\$ 7,913,094.00	\$ 7,973,710.33	\$ 8,015,391.75	\$ 8,051,017.92	\$ 8,085,704.26	\$ 2,767,790.49
Texpool M&O	\$ 98,254.41	\$ 98,257.37	\$ 98,260.38	\$ 98,263.49	\$ 98,266.63	\$ 98,271.39	\$ 98,284.21	\$ 98,308.79	\$ 98,360.75	\$ 98,441.74	\$ 98,568.87	\$ 98,749.92
Texpool I&S	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.75	\$ 197.89	\$ 198.20	\$ 198.51
TOTAL (less Conctruction)	\$ 9,220,569.62	\$ 8,313,698.38	\$ 8,560,690.68	\$ 13,644,707.58	\$ 26,757,469.67	\$ 27,233,871.46	\$ 26,273,867.43	\$ 25,323,867.83	\$ 24,448,879.04	\$ 23,520,891.72	\$ 22,264,971.32	\$ 13,851,421.33
Difference	\$ (1,032,924.71)	\$ (906,871.24)	\$ 246,992.30	\$ 5,084,016.90	\$ 13,112,762.09	\$ 476,401.79	\$ (960,004.03)	\$ (949,999.60)	\$ (874,988.79)	\$ (927,987.32)	\$ (1,255,920.40)	\$ (8,413,549.99)
INTEREST EARNED												
General	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Sweep	\$ 50.33	\$ 44.85	\$ 44.43	\$ 43.87	\$ 57.25	\$ 44.81	\$ 80.09	\$ 79.54	\$ 152.22	\$ 697.65	\$ 501.26	\$ 1,894.15
Lonestar Construction	\$ 2,694.91	\$ 2,742.60	\$ 2,811.65	\$ 3,360.61	\$ 4,092.46	\$ 3,901.62	\$ 8,438.85	\$ 11,790.32	\$ 20,225.13	\$ 25,650.48	\$ 35,761.39	\$ 40,058.86
Lonestar M & O	\$ 418.43	\$ 392.30	\$ 334.04	\$ 529.31	\$ 1,580.11	\$ 2,032.24	\$ 4,325.59	\$ 6,591.32	\$ 11,519.27	\$ 15,154.01	\$ 21,049.09	\$ 20,193.15
Lonestar I&S	\$ 175.64	\$ 182.10	\$ 199.90	\$ 324.58	\$ 774.79	\$ 808.90	\$ 1,860.85	\$ 2,992.80	\$ 5,550.45	\$ 7,888.97	\$ 11,854.06	\$ 8,044.85
Texpool M&O	\$ 2.28	\$ 2.96	\$ 3.01	\$ 3.11	\$ 3.14	\$ 4.76	\$ 12.82	\$ 24.58	\$ 51.96	\$ 80.99	\$ 127.13	\$ 181.05
Texpool I&S	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.14	\$ 0.31	\$ 0.31
TOTAL INTEREST	\$ 3,341.59	\$ 3,364.81	\$ 3,393.03	\$ 4,261.48	\$ 6,507.75	\$ 6,792.33	\$ 14,718.20	\$ 9,688.24	\$ 37,499.03	\$ 49,472.24	\$ 69,293.24	\$ 70,372.37
Cumulative	\$ 3,341.59	\$ 6,706.40	\$ 10,099.43	\$ 14,360.91	\$ 20,868.66	\$ 27,660.99	\$ 42,379.19	\$ 52,067.43	\$ 89,566.46	\$ 139,038.70	\$ 208,331.94	\$ 278,704.31

REVENUES & EXPENDITURES 2022-2023

Jan-23					
41.66%	22-23				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 33,025,500	\$ 27,115,165	\$ 5,910,335	82.10%
58XX	STATE PROG. REVENUES	\$ 1,957,400	\$ 769,152	\$ 1,188,248	39.29%
59XX	FEDERAL PROG. REVENUES	\$ 225,000	\$ 20,713	\$ 204,287	9.21%
	TOTAL REVENUE	\$ 35,207,900	\$ 27,905,031	\$ 7,302,869	79.26%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 10,756,194	\$ 4,491,391	\$ 6,264,803	41.76%
12	LIBRARY	\$ 94,357	\$ 38,741	\$ 55,616	41.06%
13	STAFF DEVELOPMENT	\$ 29,100	\$ 10,418	\$ 18,682	35.80%
21	INST. ADMINISTRATION	\$ 280,633	\$ 147,933	\$ 132,700	52.71%
23	SCHOOL ADMINISTRATION	\$ 1,530,485	\$ 590,700	\$ 939,785	38.60%
31	GUID AND COUNSELING	\$ 572,231	\$ 229,511	\$ 342,720	40.11%
33	HEALTH SERVICES	\$ 188,345	\$ 75,504	\$ 112,841	40.09%
34	PUPIL TRANSP - REGULAR	\$ 726,400	\$ 329,561	\$ 396,839	45.37%
36	CO-CURRICULAR ACT	\$ 928,576	\$ 381,581	\$ 546,995	41.09%
41	GEN ADMINISTRATION	\$ 849,978	\$ 428,550	\$ 421,428	50.42%
51	PLANT MAINT & OPERATION	\$ 2,278,255	\$ 895,636	\$ 1,382,619	39.31%
52	SECURITY	\$ 11,850	\$ 11,520	\$ 330	97.22%
53	DATA PROCESSING	\$ 462,921	\$ 307,015	\$ 155,906	66.32%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE			\$ -	
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 16,382,075	\$ -	\$ 16,382,075	0.00%
99	TRAVIS COUNTY APP	\$ 113,500	\$ 73,583	\$ 39,917	64.83%
0	Transfer Out	\$ 3,000	\$ -	\$ 3,000	0.00%
	TOTAL EXPENDITURES	\$ 35,207,900	\$ 8,011,643	\$ 27,196,257	22.76%
Jan-22					
41.66%	21-22				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 20,238,500	\$ 17,888,536	\$ 2,349,964	88.39%
58XX	STATE PROG. REVENUES	\$ 1,078,100	\$ 1,037,683	\$ 40,417	96.25%
59XX	FEDERAL PROG. REVENUES	\$ 225,000	\$ 21,275	\$ 203,725	9.46%
	TOTAL REVENUE	\$ 21,541,600	\$ 18,947,495	\$ 2,594,105	87.96%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 9,694,694	\$ 4,269,331	\$ 5,425,363	44.04%
12	LIBRARY	\$ 94,357	\$ 33,122	\$ 61,235	35.10%
13	STAFF DEVELOPMENT	\$ 29,100	\$ 7,381	\$ 21,719	25.36%
21	INST. ADMINISTRATION	\$ 253,933	\$ 64,531	\$ 189,402	25.41%
23	SCHOOL ADMINISTRATION	\$ 1,179,135	\$ 388,163	\$ 790,972	32.92%
31	GUID AND COUNSELING	\$ 447,911	\$ 255,074	\$ 192,837	56.95%
33	HEALTH SERVICES	\$ 164,065	\$ 76,876	\$ 87,189	46.86%
34	PUPIL TRANSP - REGULAR	\$ 641,400	\$ 320,517	\$ 320,883	49.97%
36	CO-CURRICULAR ACT	\$ 830,076	\$ 351,789	\$ 478,287	42.38%
41	GEN ADMINISTRATION	\$ 813,628	\$ 329,679	\$ 483,949	40.52%
51	PLANT MAINT & OPERATION	\$ 1,806,455	\$ 948,377	\$ 858,078	52.50%
52	SECURITY	\$ 11,850	\$ 2,250	\$ 9,600	18.99%
53	DATA PROCESSING	\$ 452,921	\$ 295,810	\$ 157,111	65.31%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE			\$ -	
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 5,010,075		\$ 5,010,075	0.00%
99	TRAVIS COUNTY APP	\$ 109,000	\$ 28,363	\$ 80,637	26.02%
0	Transfer Out	\$ 3,000	\$ -	\$ 3,000	0.00%
	TOTAL EXPENDITURES	\$ 21,538,600	\$ 7,371,264	\$ 14,167,336	34.22%

				STATE	PYMTS	2021-2022						
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	\$ 83,392.00	\$ 59,898.00		\$ 13,866.00				\$ 14.00				
Per Capita	\$ 30,343.00	\$ 24,299.00	\$ 24,452.00	\$ 57,280.00			\$ 52,632.00	\$ 21,982.00	\$ 99,695.00	\$ 264,530.00	\$ 70,893.00	\$ 146,072.00
MFS Sped Operations												
NSLP	\$ 48,351.68			\$ 239,854.38	\$ 55,415.11	\$ 72,666.93	\$ 76,768.62	\$ 84,780.37	\$ 85,423.68	\$ 82,626.87		
SBP	\$ 10,376.97			\$ 58,681.36	\$ 13,861.41	\$ 18,883.64	\$ 19,396.83	\$ 25,216.40	\$ 25,278.92	\$ 24,711.03		
Existing Debt Allotment			\$ 64,559.00									
School Lunch Matching							\$ 7,646.33					
P-EBT Reimbursement		\$ 614.00										
Prior Reim Program (PPRP)												
ELC Reopening Schools						\$ 8,858.00						
Title I Part A	\$ 8,450.98		\$ (43,079.68)					\$ 93,245.33				
Title II Part A	\$ 12,544.21	\$ 3,878.95					\$ 17,283.08					
Title III Part A-ELA							\$ 350.00					
Title IV		\$ 1,540.18					\$ 3,660.62					
IDEA B Pres	\$ 2,660.94						\$ 644.27					
IDEA B Form	\$ 51,695.87	\$ 97,073.13						\$ 62,991.99				\$ 128,706.70
IDEA B Form ARP								\$ 67,044.00				
IDEA B IEP Analysis												
IMAT					\$ 21,181.00							
ESSER Grant	\$ 9,660.00											
ESSER III		\$ 382,563.73							\$ 169,789.82			
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement												
School Safety and Security												
Foundation-Prior YR Payments												
MFS Sped Offset												
Blended Learning												
AP Initiative									\$ 48.56			
Recapture Refund	\$ 355,295.00											
	\$ 612,770.65	\$ 569,866.99	\$ 45,931.32	\$ 369,681.74	\$ 90,457.52	\$ 100,408.57	\$ 178,381.75	\$ 355,274.09	\$ 380,235.98	\$ 371,867.90	\$ 70,893.00	\$ 274,778.70
*denotes FY20-21 money received in FY21-22												

Board Report
 Comparison of Revenue to Budget
 Lago Vista ISD
 As of January

Fund 199 / 3 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	32,745,000.00	-12,231,278.86	-26,861,380.25	5,883,619.75	82.03%
5730 - TUITION & FEES FROM PATRONS	10,000.00	-3,990.00	-19,950.00	-9,950.00	199.50%
5740 - INTEREST, RENT, MISC REVENUE	250,500.00	-88,175.17	-198,719.16	51,780.84	79.33%
5750 - REVENUE	20,000.00	-4,110.00	-35,115.99	-15,115.99	175.58%
5760 - OTHER REV FM LOCAL SOURCE	.00	.00	.00	.00	.00%
Total REVENUE-LOCAL & INTERMED	33,025,500.00	-12,327,554.03	-27,115,165.40	5,910,334.60	82.10%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	1,132,400.00	.00	-426,417.00	705,983.00	37.66%
5820 - STATE PROGRAM REVENUES	.00	.00	.00	.00	.00%
5830 - TRS ON-BEHALF	825,000.00	-275,184.22	-342,734.90	482,265.10	41.54%
Total STATE PROGRAM REVENUES	1,957,400.00	-275,184.22	-769,151.90	1,188,248.10	39.29%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	.00	.00	.00	.00	.00%
5930 - VOC ED NON FOUNDATION	225,000.00	-1,942.42	-20,713.34	204,286.66	9.21%
Total FEDERAL PROGRAM REVENUES	225,000.00	-1,942.42	-20,713.34	204,286.66	9.21%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCES/TRANSFER IN	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	35,207,900.00	-12,604,680.67	-27,905,030.64	7,302,869.36	79.26%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-10,094,751.00	.00	4,170,053.57	953,821.50	-5,924,697.43	41.31%
6200 - PURCHASE & CONTRACTED SVS	-280,200.00	35,288.47	138,385.06	19,369.07	-106,526.47	49.39%
6300 - SUPPLIES AND MATERIALS	-245,073.00	21,144.76	153,281.44	41,545.05	-70,646.80	62.55%
6400 - OTHER OPERATING EXPENSES	-40,520.00	360.00	5,025.50	9,275.50	-35,134.50	12.40%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-95,650.00	1,619.60	24,645.82	6,145.82	-69,384.58	25.77%
Total Function11 INSTRUCTION	-10,756,194.00	58,412.83	4,491,391.39	1,030,156.94	-6,206,389.78	41.76%
12 - LIBRARY						
6100 - PAYROLL COSTS	-83,207.00	.00	33,807.43	8,031.35	-49,399.57	40.63%
6200 - PURCHASE & CONTRACTED SVS	-3,400.00	.00	3,348.75	.00	-51.25	98.49%
6300 - SUPPLIES AND MATERIALS	-6,400.00	397.38	894.24	784.00	-5,108.38	13.97%
6400 - OTHER OPERATING EXPENSES	-1,350.00	.00	690.99	690.99	-659.01	51.18%
Total Function12 LIBRARY	-94,357.00	397.38	38,741.41	9,506.34	-55,218.21	41.06%
13 - CURRICULUM						
6100 - PAYROLL COSTS	.00	.00	122.19	122.19	122.19	.00%
6200 - PURCHASE & CONTRACTED SVS	.00	.00	.00	.00	.00	.00%
6300 - SUPPLIES AND MATERIALS	-3,700.00	.00	250.00	250.00	-3,450.00	6.76%
6400 - OTHER OPERATING EXPENSES	-25,400.00	2,820.00	10,045.92	1,803.02	-12,534.08	39.55%
Total Function13 CURRICULUM	-29,100.00	2,820.00	10,418.11	2,175.21	-15,861.89	35.80%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-269,258.00	.00	147,038.10	34,594.31	-122,219.90	54.61%
6200 - PURCHASE & CONTRACTED SVS	-1,850.00	.00	.00	.00	-1,850.00	-.00%
6300 - SUPPLIES AND MATERIALS	-4,400.00	366.18	52.54	.00	-3,981.28	1.19%
6400 - OTHER OPERATING EXPENSES	-5,125.00	85.00	842.00	.00	-4,198.00	16.43%
Total Function21 INSTRUCTIONAL	-280,633.00	451.18	147,932.64	34,594.31	-132,249.18	52.71%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-1,514,960.00	.00	586,577.45	137,856.67	-928,382.55	38.72%
6200 - PURCHASE & CONTRACTED SVS	-2,000.00	.00	2,200.00	.00	200.00	110.00%
6300 - SUPPLIES AND MATERIALS	-6,250.00	885.11	107.89	107.89	-5,257.00	1.73%
6400 - OTHER OPERATING EXPENSES	-7,275.00	738.00	1,814.69	639.00	-4,722.31	24.94%
Total Function23 CAMPUS ADMINISTRATION	-1,530,485.00	1,623.11	590,700.03	138,603.56	-938,161.86	38.60%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-557,931.00	.00	225,864.01	59,460.58	-332,066.99	40.48%
6200 - PURCHASE & CONTRACTED SVS	-1,550.00	.00	.00	.00	-1,550.00	-.00%
6300 - SUPPLIES AND MATERIALS	-9,350.00	2,750.63	3,647.22	.00	-2,952.15	39.01%
6400 - OTHER OPERATING EXPENSES	-3,400.00	.00	.00	.00	-3,400.00	-.00%
Total Function31 GUIDANCE AND	-572,231.00	2,750.63	229,511.23	59,460.58	-339,969.14	40.11%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-183,445.00	.00	72,320.25	16,703.49	-111,124.75	39.42%
6300 - SUPPLIES AND MATERIALS	-3,650.00	230.13	2,089.57	50.32	-1,330.30	57.25%
6400 - OTHER OPERATING EXPENSES	-1,250.00	95.00	1,093.85	.00	-61.15	87.51%
Total Function33 HEALTH SERVICES	-188,345.00	325.13	75,503.67	16,753.81	-112,516.20	40.09%
34 - PUPIL TRANSPORTATION-REGULAR						
6100 - PAYROLL COSTS	.00	.00	.00	.00	.00	.00%
6200 - PURCHASE & CONTRACTED SVS	-649,900.00	.00	287,233.32	39,941.44	-362,666.68	44.20%
6300 - SUPPLIES AND MATERIALS	-69,000.00	17,672.62	42,327.38	8,435.52	-9,000.00	61.34%
6400 - OTHER OPERATING EXPENSES	-7,500.00	.00	.00	.00	-7,500.00	-.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	267,890.00	.00	.00	267,890.00	.00%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-16,382,075.00	.00	.00	.00	-16,382,075.00	-.00%
Total Function91 CHAPTER 41 PAYMENT	-16,382,075.00	.00	.00	.00	-16,382,075.00	-.00%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-113,500.00	.00	73,583.07	45,220.44	-39,916.93	64.83%
Total Function99 PAYMENT TO OTHER	-113,500.00	.00	73,583.07	45,220.44	-39,916.93	64.83%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Function00 DISTRICT WIDE	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Expenditures	-35,207,900.00	690,738.55	8,011,643.46	1,734,162.05	-26,505,517.99	22.76%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5740 - INTEREST, RENT, MISC REVENUE	.00	.00	.00	.00	.00%
5750 - REVENUE	321,225.00	-42,825.73	-217,811.73	103,413.27	67.81%
Total REVENUE-LOCAL & INTERMED	321,225.00	-42,825.73	-217,811.73	103,413.27	67.81%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	2,500.00	.00	.00	2,500.00	.00%
Total STATE PROGRAM REVENUES	2,500.00	.00	.00	2,500.00	.00%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	278,815.00	-19,120.70	-107,787.42	171,027.58	38.66%
Total FEDERAL PROGRAM REVENUES	278,815.00	-19,120.70	-107,787.42	171,027.58	38.66%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCES/TRANSFER IN	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	602,540.00	-61,946.43	-325,599.15	276,940.85	54.04%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	.00	.00	.00	.00	.00	.00%
6200 - PURCHASE & CONTRACTED SVS	.00	.00	.00	.00	.00	.00%
6300 - SUPPLIES AND MATERIALS	-602,540.00	3,627.00	234,825.95	47,972.69	-364,087.05	38.97%
Total Function35 FOOD SERVICES	-602,540.00	3,627.00	234,825.95	47,972.69	-364,087.05	38.97%
51 - PLANT MAINTENANCE & OPERATION						
6200 - PURCHASE & CONTRACTED SVS	.00	.00	.00	.00	.00	.00%
Total Function51 PLANT MAINTENANCE &	.00	.00	.00	.00	.00	.00%
Total Expenditures	-602,540.00	3,627.00	234,825.95	47,972.69	-364,087.05	38.97%

Fund 599 / 3 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	11,053,685.00	-4,526,193.19	-9,940,072.31	1,113,612.69	89.93%
5740 - INTEREST, RENT, MISC REVENUE	34,796.00	-38,439.61	-76,789.36	-41,993.36	220.68%
Total REVENUE-LOCAL & INTERMED	11,088,481.00	-4,564,632.80	-10,016,861.67	1,071,619.33	90.34%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	.00	.00	-234,587.00	-234,587.00	.00%
5830 - TRS ON-BEHALF	.00	.00	.00	.00	.00%
Total STATE PROGRAM REVENUES	.00	.00	-234,587.00	-234,587.00	.00%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	-177.52	-177.52	.00%
Total OTHER RESOURCES/TRANSFER IN	.00	.00	-177.52	-177.52	.00%
Total Revenue Local-State-Federal	11,088,481.00	-4,564,632.80	-10,251,626.19	836,854.81	92.45%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6200 - PURCHASE & CONTRACTED SVS	.00	.00	.00	.00	.00	.00%
6500 - DEBT SERVICE	-11,088,481.00	.00	.00	.00	-11,088,481.00	-.00%
Total Function71 DEBT SERVICES	-11,088,481.00	.00	.00	.00	-11,088,481.00	-.00%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	.00	.00	.00	.00	.00	.00%
Total Function00 DISTRICT WIDE	.00	.00	.00	.00	.00	.00%
Total Expenditures	-11,088,481.00	.00	.00	.00	-11,088,481.00	-.00%

Fund 711 / 3 LITTLE VIKINGS DAYCARE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	160,000.00	-26,651.40	-88,465.95	71,534.05	55.29%
Total REVENUE-LOCAL & INTERMED	160,000.00	-26,651.40	-88,465.95	71,534.05	55.29%
5800 - STATE PROGRAM REVENUES					
5830 - TRS ON-BEHALF	.00	-3,872.49	-31,723.85	-31,723.85	.00%
Total STATE PROGRAM REVENUES	.00	-3,872.49	-31,723.85	-31,723.85	.00%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCES/TRANSFER IN	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	160,000.00	-30,523.89	-120,189.80	39,810.20	75.12%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-143,500.00	.00	72,180.01	16,853.09	-71,319.99	50.30%
6200 - PURCHASE & CONTRACTED SVS	-500.00	.00	.00	.00	-500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-1,900.00	7,914.11	29,892.91	270.94	35,907.02	1573.31%
6400 - OTHER OPERATING EXPENSES	-4,100.00	2,995.56	2,401.59	359.58	1,297.15	58.58%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function61 COMMUNITY SERVICES	-150,000.00	10,909.67	104,474.51	17,483.61	-34,615.82	69.65%
81 - CAPITAL PROJECTS						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-10,000.00	.00	.00	.00	-10,000.00	-.00%
Total Function81 CAPITAL PROJECTS	-10,000.00	.00	.00	.00	-10,000.00	-.00%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	.00	.00	.00	.00	.00	.00%
Total Function00 DISTRICT WIDE	.00	.00	.00	.00	.00	.00%
Total Expenditures	-160,000.00	10,909.67	104,474.51	17,483.61	-44,615.82	65.30%