



## Notice of Regular Meeting The Board of Trustees LVISD

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A Regular Meeting of the Board of Trustees of Lago Vista ISD will be held on Monday, February 12, 2018, at 6:00 PM in the Board Room in Viking Hall, 8039 Bar-K Ranch Road, Lago Vista, Texas 78645.

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. Pledge of Allegiance/Call to Order
2. Welcome Visitor/Public Participation/Recognition
3. Discuss and Consider  
AN ORDER AUTHORIZING THE ISSUANCE OF LAGO VISTA INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2018; LEVYING A TAX AND PROVIDING FOR THE SECURITY AND PAYMENT THEREOF; AUTHORIZING THE EXECUTION AND DELIVERY OF A PURCHASE CONTRACT AND A PAYING AGENT/REGISTRAR AGREEMENT RELATING TO SUCH BONDS; APPROVING THE PREPARATION OF AN OFFICIAL STATEMENT; AND ENACTING OTHER PROVISIONS RELATING THERETO
4. Authorization to Exceed Superintendent's Purchasing Authority
5. Discussion of Auditing Firm
6. Course Guides
7. Approval of Innovative Courses for 2018-2019
8. Administration Reports on enrollment, attendance, curriculum, and campus activities
  - a. Elementary School
  - b. Intermediate School
  - c. Middle School
  - d. High School
9. Consent Agenda:
  - a. Monthly Financial Report
  - b. Minutes – Jan 8, 2018 Regular Mtg. and January 31, 2018 Special Mtg.
10. Superintendent Report
  - a. Facilities
  - b. Sale of Land
  - c. Other
11. Consider date of board meeting in March
12. Closed Session: Assignment and employment pursuant to Government Code Section 551.074
  - a. Administrator Contracts
13. 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.*

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Darren Webb  
Superintendent

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Date



*Lago Vista*  
Independent School District

**Middle School  
Course Guide  
2018-2019**

# Lago Vista Independent School Guide

## Middle School Course Guide

### LAGO VISTA MIDDLE SCHOOL

Davin Vogler, *Principal*

Jayne Spexarth, *Assistant Principal*

Misty La Rosa, *Counselor*

### BOARD OF TRUSTEES

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Darren Webb

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Dr. Suzy Lofton-Bullis, *Deputy Superintendent*

TBD, *Chief Financial Officer*

Krystal Colhoff, *Director of Special Education*

Paul Hunt, *Director of Technology*

Heather Stoner, *Principal of Lago Vista High School*

Stacie Davis, *Principal of Lago Vista Intermediate School*

Michelle Jackson, *Principal of Lago Vista Elementary School*

Craten Phillips, *Athletic Director*

### DISTRICT MISSION STATEMENT

Lago Vista ISD will equip students for the rigors of the 21<sup>st</sup> 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, flowing style.

Dr. Suzy Lofton-Bullis  
Deputy Superintendent  
Lago Vista ISD

# Scheduling Information

## Course Selection & Availability

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

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

## Schedule Corrections

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

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisites for a course.
- Course 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.

## Schedule Change Requests

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

# Middle School Instructional 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 Pre-AP Institutes, as well as through locally developed trainings. 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 LVISD 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 (Pre-AP, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent. Students will only be eligible for one waiver per course, per academic year. All UIL Eligibility Waivers require administrator approval, approval of the coach/sponsor, and a parent signature.

### **Credit by Examination (CBE)**

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

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

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

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

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

### **Credit by Examination for Acceleration (Without Prior Instruction)**

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

A student 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.

Examinations for acceleration are not available for the five EOC courses: Algebra I, English I, English II, Biology, and US History.

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

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

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

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

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

### **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 Pre-AP courses;
- Acceleration and curriculum compacting in Pre-AP 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, Pre-AP, and other eligible courses listed in policy shall receive extra weight. Please see the LVISD 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.
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.
4. 8th graders must pass STAAR Math and Reading for promotion.

Please see information on the Student Success Initiative (SSI) for additional information on state assessments required for promotion.

### **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

7th Grade: Math\*, Reading, and Writing

8th Grade: Math\*\*, Reading, Science, and Social Studies

*\*Note: Students in 7th grade Pre-AP 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.*

### **Student Success Initiative (SSI) Promotion Requirements**

The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 and 8. Students have three opportunities to pass the assessments in order to be promoted to the next grade-level. If a student does not pass one or both tests, the school must give the student additional instruction after each testing opportunity and the student must participate in that instruction.

If a student does not demonstrate proficiency on these assessments, the student may advance to or be placed in the next grade only if:

1. He or she completes all accelerated instruction required by the grade placement committee (GPC), and
2. The GPC determines by unanimous decision that the student is likely to perform on grade level by the end of the next school year given additional accelerated instruction during the course of the year.

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Please see below for information related to students enrolled in above grade level coursework for mathematics.

### **SSI for 7th Graders Taking the 8th Grade STAAR**

The requirements for SSI do not apply to a 7th grade Pre-AP math student taking the 8th grade STAAR test. A student in the 7th grade Pre-AP math course is not required to pass the 8th grade STAAR test for mathematics in order to be promoted to the next grade and will not take a retest.

### **SSI for 8th Graders Taking the Algebra I EOC**

The requirements for SSI do not apply to an 8th grade math student taking the Algebra I EOC test. A student who enrolls in Algebra I in 8th grade will take the corresponding EOC assessment and will not be subject to the SSI promotion requirements described above for the 8th grade STAAR test for mathematics. However, satisfactory performance on EOC assessments will be required for high school graduation, unless otherwise waived or substituted as allowed by state law and rules.

### **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**

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

### **Special Education Services**

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

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

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

### **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 has been 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 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.

## **Pre-AP Courses**

Lago Vista ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement, OnRamps, or dual credit.

Pre-AP 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 are likely to encounter in a related high school advanced academic course.

Pre-AP 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 Pre-AP courses offered in middle school and high school.

### **How Are Pre-AP Courses Different?**

Pre-AP 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 Pre-AP Courses Should a Student Take?**

Consideration for the number of Pre-AP 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 Pre-AP course enrollment is not an "all or nothing" option. Students are not expected to enroll in all of the available Pre-AP courses at their grade level. Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths.

### **Characteristics Needed for Success in Pre-AP Courses**

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

In order to ensure success in Pre-AP courses, students who wish to enroll in Pre-AP 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 Pre-AP coursework.

### **Middle School Pre-AP Enrollment**

Lago Vista ISD offers inclusive enrollment for Pre-AP courses (with the exception of middle school Pre-AP mathematics). This inclusive enrollment means that a student may enroll in a Pre-AP 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 Pre-AP English/Language Arts, science, or social studies 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 Pre-AP course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available for any course in the middle school Pre-AP math sequence. Please see the entry guidelines for the middle school Pre-AP math sequence for additional information.

### **Pre-AP Mathematics in Middle School**

Middle school Pre-AP mathematics courses cover accelerated content that is above grade-level and, therefore, enrollment does not follow the same inclusive enrollment policy.

### **Middle School Pre-AP Course Sequence**

6th Grade: Pre-AP 6th Grade Math (6th/7th Grade Content)

7th Grade: Pre-AP 7th Grade Math (7th/8th Grade Content)

8th Grade: Algebra I (High School Credit)

Students who complete the Pre-AP 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 Pre-AP mathematics course.

The entry guidelines for middle school Pre-AP 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 Pre-AP sequence will proceed to the next course in the sequence. Students who are not currently in the middle school Pre-AP math sequence may be evaluated for entry into the program prior to the beginning of the school year.

### **Entry Guidelines for Middle School Pre-AP Courses in Mathematics**

The 6th and 7th grade Pre-AP 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 Pre-AP math sequence.

Under no circumstances may a student enroll in a Pre-AP course if he or she has not met prerequisite requirements. The middle school Pre-AP course sequence is outlined in the appendix of this guide.

### **6th Grade Pre-AP Math**

The curriculum for this course completes the study all of the 6th grade mathematics TEKS and a large portion of the 7th grade mathematics TEKS. Students in 6th grade Pre-AP 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 Pre-AP Math, a student must have:

1. Earned an overall grade of 90% or higher in the 5th grade math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the first administration of the 5th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in Pre-AP 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 Pre-AP 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.

### **7th Grade Pre-AP 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 Pre-AP mathematics take the 8th grade STAAR test.

To enroll in 7th grade Pre-AP Math, a student must have:

1. Earned an overall grade of 80% or higher in the 6th grade Pre-AP math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the 6th grade STAAR assessment for mathematics.
3. Demonstrate the personal characteristics needed for success in Pre-AP 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 Pre-AP 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 Pre-AP math; and
2. Demonstrated mastery (Final Panel Recommendation Level II Performance) on the 8th grade STAAR assessment for mathematics taken in 7th grade Pre-AP math.
3. Demonstrate the personal characteristics needed for success in Pre-AP 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 Pre-AP Courses in English Language Arts, Science, & Social Studies**

Middle school students who wish to enroll in Pre-AP English/Language Arts, science, and/or social studies 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 Pre-AP content-related course.
2. Demonstrate mastery (Final Panel Recommendation Level II Performance) on most recent course-related state-mandated performance assessments (STAAR) scores, if available.
3. Demonstrate the personal characteristics needed for success in Pre-AP courses.

### **Parent Waiver**

Parents of students who do not meet the entry guidelines criteria for enrollment in Pre-AP coursework in English Language Arts, science, and social studies may still elect to enroll their students in a Pre-AP 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 Pre-AP course requirements, including exit guidelines.

Waivers for entry guidelines criteria are not available for any course in the middle school Pre-AP math sequence.

### **Exit Guidelines for All Pre-AP Courses**

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

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

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

The campus decision regarding whether to grant the petition to exit a Pre-AP 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 Pre-AP Courses**

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

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

Required pre-course assignments are necessary because:

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

### **Works Selection**

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

### **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.

## **High School Graduation Program Information**

### **Personal Graduation Plans**

At the end of 8th grade, a Personal Graduation Plan (PGP) will be designed for each student and will include, among other items, the student's educational goals and a program of studies for the student.

### **Foundation High School Program (FHSP)**

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

#### **Foundation High School Program (FHSP) Only**

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

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

### **Foundation High School Program (FHSP) with Endorsement**

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

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

#### **Distinguished Level of Achievement**

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

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

#### **Performance Acknowledgements**

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

#### **Bilingualism and Bi-literacy Performance Acknowledgement**

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

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

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

#### **Dual Credit Performance Acknowledgement**

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

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

#### **AP Performance Acknowledgement**

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

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

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

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

#### **Business or Industry Certification or License Performance Acknowledgement**

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

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

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

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

Certifications or licensures for performance acknowledgements shall:

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

Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

#### **STAAR End of Course Requirements for Graduation**

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

STAAR EOC retest opportunities will be available for students needing to retest. Retests will be offered during the summer, fall, and spring administrations of STAAR.

*A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.*

## 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.

#### **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, including the appropriate high school STAAR exam.

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 Pre-AP courses.

For more information on college credit programs in Lago Vista ISD, please visit:

[http://www.lagovistaisd.net/default.aspx?name=currens\\_collegecreditprograms](http://www.lagovistaisd.net/default.aspx?name=currens_collegecreditprograms)

### **Planning for College: Top Ten Gets You In!**

The Texas public college or university of your choice must automatically admit you if:

1. Your academic average on the Foundation Plus Endorsement Distinguished Level of Achievement plan (which includes Algebra II) places you in the top 10 percent of your high school class; and
2. You apply no later than two years after graduating from a Texas high school; and
3. You submit a completed application before the expiration of any filing deadline established by the college.

The University of Texas at Austin is an exception to this rule. Under Senate Bill 175, the University of Texas at Austin, is to admit automatically enough students to fill 75% of available space set aside for Texas residents in an entering freshmen class beginning with the 2011 freshmen summer/fall class. Using data from recent years, the University of Texas at Austin, determines the percentage for admitting students in each year to ensure that entering freshmen class will fill 75% of available spaces.

The Foundation High School Graduation Plan is summarized in the appendix of this course guide to help you set your sights on the goal of a Distinguished Level of Achievement graduation!

### **Calculating High School 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.

### **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=currens\\_collegecareerready](http://www.lagovistaisd.net/default.aspx?name=currens_collegecareerready)



# 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.*

## 6<sup>th</sup> Grade

### 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.

### Pre-AP English Language Arts (ELA) 6

**Course Number: 1116**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP 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.

### Pre-AP 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.**

Pre-AP Math 6 is a course designed for high-achieving 6th grade students advanced mathematical skills, who will receive instruction leading to 8th grade Algebra I and subsequent advanced mathematics courses. Pre-AP 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 Pre-AP 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 of 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.

## 7<sup>th</sup> Grade

### 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 multi-cultural 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.

### Pre-AP English Language Arts (ELA) 7

**Course Number: 1117**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP 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. The class will cover all 7th essential knowledge. 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 multi-cultural 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.

### Pre-AP Math 7 (Pre-Algebra)

**Course Number: 1217**

**Full Year**

**Prerequisite: *Overall grade of 80% or higher in Pre-AP Math 6; Final Level II on 6th Grade STAAR in math; Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP 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. Pre-AP 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 procedure 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 Pre-AP 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.

### **Pre-AP Science 7**

**Course Number: 1317**

**Full Year**

**Prerequisite:** *Demonstrated ability according to District criteria; See entry guidelines.*

Pre-AP Science 7 is a course designed for high-achieving 7th grade students demonstrating advanced scientific reasoning skills who will receive instruction leading to subsequent advanced science courses. This is an academically intensive course designed for the scholastically motivated and scientifically curious student. Pre-AP Science 7 covers the 7th grade science content while encouraging advanced skills, in depth discussion, more comprehensive lab work and increased independent study. Special projects are assigned during the year, which may require individual research on the Internet or at a local library. College and career readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. 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. **Students should expect an additional time requirement and be willing to work independently.**

### **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.

## 8<sup>th</sup> Grade

### **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.

### **Pre-AP English Language Arts 8**

**Course Number: 1118**

**Full Year**

**Prerequisite:** *Demonstrated ability according to District criteria; See entry guidelines.*

Pre-AP 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 Pre-AP 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 procedure 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**

**HS Credit: 1, Full Year**

**Prerequisite: Overall grade of 80% or higher in 7th grade Pre-AP math and Final Level II on 8th grade STAAR in math (taken in 7th grade Pre-AP 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 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 Pre-AP 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.

## **Pre-AP Science 8**

**Course Number: 1318**

**Full Year**

**Prerequisite: Demonstrated ability according to District criteria; See entry guidelines.**

Pre-AP Science 8 is a course designed for high-achieving 8th grade students demonstrating advanced scientific reasoning skills who will receive instruction leading to subsequent advanced science courses. This is an academically intensive course designed for the scholastically motivated and scientifically curious student. Pre-AP Science 8 covers the 8th grade science content while encouraging advanced skills, in depth discussion, more comprehensive lab work and increased independent study. Special projects are assigned during the year, which may require individual research on the Internet or at a local library. College and career readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. 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. **Students should expect an additional time requirement and be willing to work independently.**

## **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.

### **Pre-AP U.S. History 8**

**Course Number: 1418**

**Full Year**

**Prerequisite: *Demonstrated ability according to District criteria; See entry guidelines.***

Pre-AP US History 8 is a course designed for high-achieving 8th grade students demonstrating advanced historical understanding who will receive instruction leading to subsequent advanced social studies courses. In Pre-AP 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. **Students should expect an additional time requirement and be willing to work independently.**

## **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**

#### **Beginning Art**

**Course Number: 1751**

**Full Year**

**Prerequisite: *None***

Students in Grades 6, 7, or 8 enrolled in the first year of art may select Beginning Art. 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 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 \$20 materials fee for this course.**

#### **Advanced Art**

**Course Number: 1752 (Year 2); 1753 (Year 3)**

**Full Year**

**Prerequisite: *Beginning Art 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 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 \$20 materials fee for this course.**

#### **Beginning Band**

**Course Number: 1901**

**Full Year**

**Prerequisite: *None; This course is recommended for 6th and 7th graders***

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: 1903**

**Credit: 1, Full Year**

**Prerequisite: Audition and teacher approval. Marching Band I count as a .5 P.E. equivalent**

Marching/Concert Band I focuses on the 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. Fine Arts or 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. **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.**

## Languages Other Than English

### **Introduction to Spanish Language & Culture**

**Course Number: 1801**

**Prerequisite: 6th graders only**

Introduction to Spanish Language & Culture introduces students to the study of the Spanish language and of the various Spanish-speaking cultures. Students use components of language, make observations about Spanish language and cultures, develop language study skills, and/or acquire simple communicative skills. Students will make connections and compare the Spanish language and culture with their own.

### **Beginning Spanish**

**Course Number: 1808**

**Full Year**

**Prerequisite: 7th and 8th graders only**

Spanish I A 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**

**HS Credit: 1, Full Year**

**Prerequisite: 8th graders only; Beginning Spanish 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 & Health

### **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: 6<sup>th</sup> 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: 6<sup>th</sup> 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: 7<sup>th</sup> 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 7<sup>th</sup> grade athletics a student cannot have reached their 14<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. In order to meet the UIL age requirement for 8<sup>th</sup> grade athletics a student cannot have reached their 15<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 7 – Girls**

**Course Number: 1621**

**Full Year**

**Prerequisite: 7<sup>th</sup> 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 7<sup>th</sup> grade athletics a student cannot have reached their 14<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. In order to meet

the UIL age requirement for 8<sup>th</sup> grade athletics a student cannot have reached their 15<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 8 – Boys**

**Course Number: 1618**

**Full Year**

**Prerequisite: 8<sup>th</sup> 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 requirements for 7<sup>th</sup> grade athletics a student cannot have reached their 14<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. In order to meet the UIL age requirement for 8<sup>th</sup> grade athletics a student cannot have reached their 15<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. **This course is a substitute for the required PE course.**

## **Athletics 8 – Girls**

**Course Number: 1619**

**Full Year**

**Prerequisite: 8<sup>th</sup> 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 requirements for 7<sup>th</sup> grade athletics a student cannot have reached their 14<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. In order to meet the UIL age requirement for 8<sup>th</sup> grade athletics a student cannot have reached their 15<sup>th</sup> birthday on or prior to September 1<sup>st</sup> of the current school year. **This course is a substitute for the required PE course.**

## **Health 7/8**

**Course Number: 1830**

**Semester**

**Prerequisite: 7<sup>th</sup> or 8<sup>th</sup> graders only**

In Health 7/8, 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. **Required to be taken in either grade 7 or 8.**

## Technology Applications

### **Technology Applications 6**

**Course Number: 1810**

**Semester**

**Prerequisite: 6th graders only**

In Technology Applications 6, students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: using files in various formats such as text, raster and vector graphics, video, and audio files; using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; and practicing safe, responsible, legal, and ethical behavior while using technology tools and resources. **Required for 6th graders.**

### **Technology Applications 7**

**Course Number: 1763**

**Semester**

**Prerequisite: 7th graders only**

In Technology Applications 7, students will utilize computers to learn a variety of technological units. This class is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes associated with industry and technology. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. Topics of study include: acquiring, analyzing, and managing content from digital resources; understanding the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media; and understanding troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties. **Required for 7th graders.**

### **Technology Applications 8**

**Course Number: 1764**

**Full Year**

**Prerequisite: 8th graders only**

Technology Applications 8 is a class for students who are interested in preparing for high school level technology courses (e.g., Computer Programming, Audio/Video Production, etc.). Each student will study and create a product following the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication

and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students will make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

## Locally Developed Courses & Special Programs

### **G/T Enrichment Through Critical Thinking**

**Course Number: 1726 (6th), 1727 (7th), 1728 (8th)**

**Full Year**

**Prerequisite: G/T Identified**

Emphasis is on intellectual exploration and the development of critical thinking and problem solving through an appreciation of cultures. An enrichment curriculum integrates core content areas and explores the process of problem solving through both independent and team-based development of advanced projects. This class incorporates aspects of communication, character development and effective use of technology and resources. This course focuses on skill development in thinking, research, communication, and self-directed learning. Learners will receive instruction emphasizing research and communication skills. Learners are expected to develop high-level products reflecting individuality, creativity, and advanced thought. Assessment is based on both product quality and process skill. **This class is designed to meet specific needs of identified Gifted and Talented students.**

### **Beginning Debate**

**Course Number: 1820**

**Full Year**

**Prerequisite: None**

Introduction to Debate 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 earn high school credit.

### **Advanced Debate**

**Course Number: 1821**

**Full Year**

**Prerequisite: Beginning Debate recommended**

Advanced Debate gives students with previous debate experience an opportunity to improve their debate skills through both affirmative and negative speaker duties, refuting opposing arguments with evidence, logic, and reasoning, and the development of communication skills that emphasize fluency and persuasion. Students will have to do original research to complete their assignments. This course does not earn high school credit.

## Math Masters 6

Course Number: 1950

Full Year

**Prerequisite:** *Campus recommendation; Meets entry criteria for Title I mathematics*

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 in place of an elective.**

## Math Masters 7

Course Number: 1951

Full Year

**Prerequisite:** *Campus recommendation; Meets entry criteria for Title I mathematics*

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 in place of an elective.**

## Math Masters 8

Course Number: 1952

Full Year

**Prerequisite:** *Campus recommendation; Meets entry criteria for Title I mathematics*

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. **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 in place of an elective.**

## Mythbusters

Course Number: 1370

Full Year

**Prerequisite:** *7th 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.

## Advanced Mythbusters

Course Number: 1370

Full Year

**Prerequisite:** *8th graders only; Teacher approval*

Separating truth from fiction can be tough. In Advanced Mythbusters, students will build on previous learning by putting even more challenging 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 essential science areas, engineering and investigative science. 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. Students will plan and prepare a science fair project

## Student Aide

Course Number: 2000

Full Year

**Prerequisite:** *8th graders only; Administrator approval*

The Student Aide course 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**

**Course Number: 1860**

**Semester**

**Prerequisite: 6th graders only**

The Viking Valor class consists of several basic units of study:

1. Utilizing resources (Middle School transition, time management, study skills, multi-media tools);
2. Communication (building positive relationships and presenting information effectively);
3. Critical thinking and problem solving; and
4. Character development (anti-bullying, citizenship, and positive behavior development). **Required for 6th graders.**

## **Yearbook**

**Course Number: 1215**

**Full Year**

**Prerequisite: 7th and 8th grade 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 earn high school credit.

## Appendix A

### Program of Studies for Middle School Students

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Language Arts 6 <i>or</i> Pre-AP English Language Arts 6	English Language Arts 7 <i>or</i> Pre-AP English Language Arts 7	English Language Arts 8 <i>or</i> Pre-AP English Language Arts 8
Math 6 <i>or</i> Pre-AP Math 6* <i>*See entry requirements.</i>	Math 7 <i>or</i> Pre-AP Math 7* <i>*See entry requirements.</i>	Math 8 <i>or</i> HS Algebra I* <i>*See entry requirements.</i>
Science 6	Science 7 <i>or</i> Pre-AP Science 7	Science 8 <i>or</i> Pre-AP 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
Tech Apps 6/Viking Valor	Tech Apps 7/Health	<i>3 of the following electives:</i>  Beginning Art Advanced Art Beginning Band Symphonic Band HS Marching/Concert Band I Beginning Spanish HS Spanish I Introduction to Debate Advanced Mythbusters Tech Apps 8 Student Aide Yearbook G/T Enrichment: Critical Thinking Math Masters 8
<i>2 of the following electives:</i>  Beginning Art Beginning Band Intro to Spanish Language & Culture Beginning Debate G/T Enrichment: Critical Thinking Math Masters 6	<i>2 of the following electives:</i>  Beginning Art Advanced Art Beginning Band Symphonic Band Beginning Spanish Beginning Debate Advanced Debate Mythbusters G/T Enrichment: Critical Thinking Math Masters 7	

## 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
.5-1 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
<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>

\*LVISD requirement in order to meet State-required curriculum elements.

## Appendix C

### Explanation of Eligibility for Automatic College Admission

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

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

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

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

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

To qualify for automatic admission an applicant must:

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

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

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

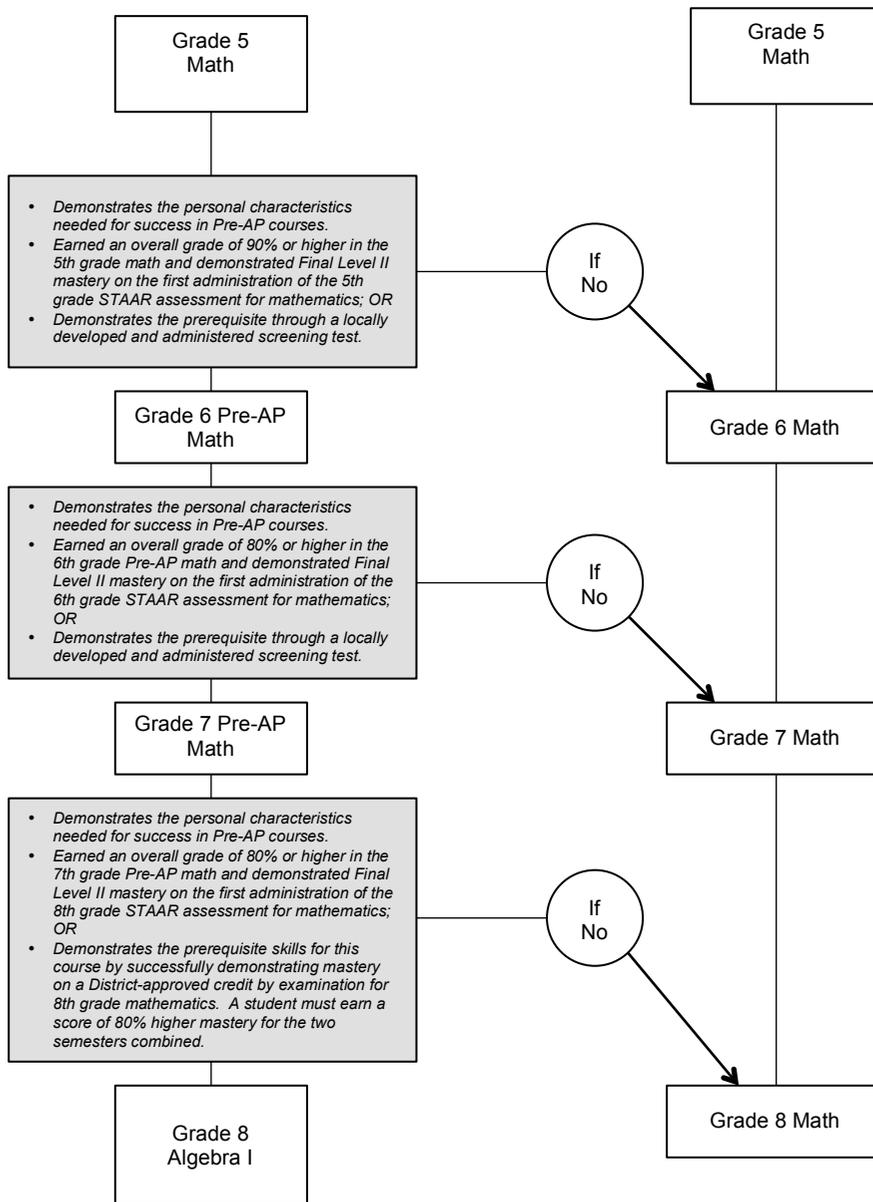
#### Additional Resources

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

For questions related to the Automatic Admission policy, please visit the Texas Education Agency's Automatic College Admission webpage at [https://tea.texas.gov/Academics/Graduation\\_Information/Automatic\\_College\\_Admission/](https://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission/).

# Appendix D

## Lago Vista ISD Middle School Pre-AP Math Sequence





*Lago Vista*  
Independent School District

**High School  
Course Guide  
2018-2019**

# High School Course Guide

## LAGO VISTA HIGH SCHOOL

Heather Stoner, *Principal*

Justin Walker, *Assistant Principal*

Meghin Huerta, *Counselor*

## BOARD OF TRUSTEES

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## SUPERINTENDENT OF SCHOOLS

Darren Webb

## ADMINISTRATION

Dr. Suzy Lofton-Bullis, *Deputy Superintendent*

TBD, *Director of Finance*

Krystal Colhoff, *Director of Special Education*

Paul Hunt, *Director of Technology*

Davin Vogler, *Principal of Lago Vista Middle School*

Stacie Davis, *Principal of Lago Vista Intermediate School*

Michelle Jackson, *Principal of Lago Vista Elementary School*

Craten Phillips, *Athletic Director*

## DISTRICT MISSION STATEMENT

Lago Vista ISD will equip students for the rigors of the 21<sup>st</sup> 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".

Dr. Suzy Lofton-Bullis  
Deputy Superintendent  
Lago Vista ISD

# Scheduling Information

## **Course Selection & Availability**

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

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

## **Schedule Change Requests**

After the initial student course selections made during the spring semester, any request to change a schedule for reasons other than those listed above will be considered only in the event of a compelling educational circumstance and will require administrator approval and a parent confirmation. These requests need to be submitted to the Guidance Office by **July 15th**.

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

# General Information

## **Attendance**

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

## **Career & Technical Education Courses**

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

## **Credits Earned in Middle School**

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

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

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

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

## **Credit Recovery for Failed Courses**

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

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

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

### **Eligibility Requirements for UIL Activities**

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

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

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

### **Gifted and Talented Program**

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

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

### **Grading**

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

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

### **Calculation of Semester Average**

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

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

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

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

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

### **Calculation of Yearlong Average**

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

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

### **Grade Averaging**

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

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

### **Honor Roll**

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

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

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

### **GPA and Class Rank**

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

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

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

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

#### **Grade Level Classifications**

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

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

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

#### **Language Other Than English (LOTE) Substitutes**

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

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

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

substitution course does not fulfill this requirement. It is the student's responsibility to check with the college/university to determine admission requirements.

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

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

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

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

#### **NCAA Guidelines**

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

Students who are interested in competing at the university level are encouraged to be well informed of the requirements for NCAA approval. Students should register with the NCAA at the Student Eligibility Center their junior year in high school and order an official transcript from LVISD to be sent to the NCAA Clearinghouse. Final approval by NCAA for a scholarship will be made upon the receipt by the NCAA of a final Graduated Transcript sent by LVISD the month after a student graduates from LVHS. The NCAA requires specific courses and grades as well as corresponding ACT or SAT test scores for approval. Please see the campus counselor for details. Student athletes should check with the NCAA Eligibility Center concerning their policy for accepting or rejecting summer school, CBEs, correspondence courses, Odyssey Ware courses, etc. at <http://www.eligibilitycenter.org>.

#### **Personal Graduation Plans**

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

#### **Physical Education Substitutions**

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

### **Required Instruction**

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

### **Section 504 Services**

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

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

### **Dyslexia Services**

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

### **Special Education Services**

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

student, and these shall be specified in the student's Individualized Education Program (IEP).

### **Transcript of Credits**

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

### **Transfer Credit**

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

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

### **Transfer Placement**

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

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

## **Graduation Program Information**

### **Preparation for Graduation**

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

### **Foundation High School Program (FHSP)**

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

### **Foundation High School Program (FHSP) Only**

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

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

### **Foundation High School Program (FHSP) with Endorsement**

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

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

### **Distinguished Level of Achievement**

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

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

### **Performance Acknowledgements**

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

### **Bilingualism and Bi-literacy Performance Acknowledgement**

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

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and

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

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

### **Dual Credit Performance Acknowledgement**

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

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

### **AP Performance Acknowledgement**

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

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

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

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

### **Business or Industry Certification or License Performance Acknowledgement**

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

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

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

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

Certifications or licensures for performance acknowledgements shall:

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

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

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

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

*A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.*

### **Graduation Ceremony Participation and Diploma Requirements**

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

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

### **Early Graduates**

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

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

### **Local Graduation Honors**

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

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

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

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

# 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 Pre-AP, Advanced Placement, OnRamps, or Dual Credit. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class.

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

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

## **Characteristics for Success in Advanced Courses**

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

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

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

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

## **How Many Advanced Courses Should a Student Take?**

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

## **Pre-Advanced Placement (Pre-AP) Courses**

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

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

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

## **Advanced Placement (AP) Courses**

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

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

Students and parents are responsible for investigating the transferability of AP course credit.

## **AP Examinations & Fees**

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

## **AP and Pre-AP Grading Policies**

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

## **Summer Assignments for Pre-AP and AP Courses**

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

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

Required pre-course assignments are necessary because:

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

### **Works Selection**

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

### **Accessing Materials**

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

### **New and Transfer Students**

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

### **Exit Guidelines for Advanced Academic Courses**

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

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

A student requesting to exit 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.

## College Credit Programs

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

### **Credit Obtained through College Programs**

Lago Vista ISD provides opportunities for students to earn college credit through the UT-Austin OnRamps college credit program and the Austin Community College dual credit program. In order to enroll in the college credit courses, students must meet eligibility and enrollment requirements at the participating college. To receive the Dual Credit Performance Acknowledgment under the FHSP, all grades earned must be a "B" or better. The courses that are currently offered for dual credit with UT-Austin and Austin Community College are included in this guide. This list is subject to change. Students should check with the campus counselor for the most up-to-date list of courses.

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

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

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

## **Dual Credit and FERPA**

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

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

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

## **Texas Success Initiative Assessment Information**

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

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

Arrangements to take the TSI assessment can be made through Austin Community College.

## **UT-Austin OnRamps College Credit Program**

OnRamps is a pioneering dual credit program coordinated by The University of Texas at Austin. Combining pedagogy, curriculum, and technology, OnRamps provides a University of Texas at Austin quality experience for high school and community college students throughout the state of Texas. OnRamps courses feature face-to-face classroom instruction coupled with online materials and activities that

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

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

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

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

### ***UT-OnRamps – High School Credit Only***

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

### ***UT-Austin OnRamps Tuition & Fees***

The state of Texas budget appropriation covers all of the costs. Continued funding will be determined during the 86th legislative session.

### ***Summer Assignments for UT-Austin OnRamps Courses***

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

Required pre-course assignments are necessary because:

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

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

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

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

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

### **ACC Dual Credit Program**

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

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

### **Enrollment in ACC Dual Credit**

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

### **ACC Dual Credit Tuition & Fees**

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

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

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

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

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

Students may be required to purchase textbooks.

### **ACC Dual Credit Schedule Changes**

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

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

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

### **ACC Dual Credit Grade Conversion**

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

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

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

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

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

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

### An Important Note About Dual Credit

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

# AP or Dual Credit?

### AP Considerations

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

### Dual Credit Considerations

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

### Earning College Credit & the Law

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

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

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



## Lago Vista ISD Articulated College Credit Pathways

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

Classification	Fall Semester		Spring Semester	
	Course Number	Course Title	Course Number	Course Title
Junior Year	HIST 1301 (ACC) [3 hours] Students must meet TSI in Reading/Writing.	US History	HIST 1302 (ACC) [3 hours] Students must meet TSI in Reading/Writing. Credit in HIST 1301 required.	US History
	ENGL 1301/ENG 306 (UT-Austin) [3 hours]	OnRamps: Rhetoric & Writing	ENGL 1302/ ENG 309 (UT-Austin) [3 hours]	OnRamps: Rhetoric & Writing
		OnRamps College Algebra – <i>Non-Dual Credit Semester</i>	MATH 1314/M 301 (UT-Austin)	OnRamps: College Algebra
		OnRamps Computer Fluency – <i>Non-Dual Credit Semester</i>	CS 302 (UT-Austin) [3 hours]	OnRamps: Computer Fluency
		OnRamps Physics I – <i>Non-Dual Credit Semester</i>	PHY 302K (UT-Austin) [3 hours]	OnRamps: General Physics I (Mechanics/Heat/Sound)
Senior Year		OnRamps Statistics – <i>Non-Dual Credit Semester</i>	MATH 1342/ SSC 302 (UT-Austin) [3 hours]	OnRamps: Data Analysis for the Health Sciences
		OnRamps Precalculus – <i>Non-Dual Credit Semester</i>	MATH 2312/ M 305G (UT-Austin) [3 hours]	OnRamps: Preparation for Calculus

# Alternate Methods for Earning College Credit

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

## **Transfer Credit for Independent Co-Enrollment**

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

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

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

### **Economics**

ECON 2301 Principles of Macroeconomics  
*.5 credit for HS Economics*

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

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

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

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

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

ENGL 2322 British Literature  
*1.0 credit for HS English IV*

### **Government**

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

### **Health Science**

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

### **Co-Enrollment for College Credit Only**

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

# Alternate Methods for Earning HS Credit

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

### **Credit by Examination (CBE)**

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

Students in grades 1-12 may take an approved CBE exams during any of the four published testing administration periods. Testing administration periods are listed each year in the 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. Examinations for acceleration are not available for the five EOC courses: Algebra I, English I, English II, Biology, and US History.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course. 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. Course offered for grades 8-12 ensure 100% alignment with the Texas Essential Knowledge and Skills as well as the [iNACOL](#) National Standards of Quality for Online Courses. Public school districts, open-enrollment charter schools, institutions of higher education, or education service centers provide all courses offered through the TxVSN. Tuition and fees for TxVSN courses will be the responsibility of the student and parent. According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, the District may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements. You may visit the

TxVSN website at <http://www.txvsn.org/> for more information.

### **Summer School/Semester**

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

### **Credit Recovery**

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

## Weighted GPA Information

### **Class Rank**

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

### **Exceptions from Class Rank**

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

### **Weighted Grade Point Average Scale**

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

### **Calculating Grade Point Average**

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

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

**Unweighted 4-Point Grade Point Average**

Occasionally a college or academic program will ask for a student’s GPA on a 4-point scale. The unweighted 4-Point GPA is calculated for each student using the scale below.

*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

**Transfer Credit**

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

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

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

**Transfer Credit for Independent Co-Enrollment College Courses**

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

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

**Students Entering High School in 2014-2015 and After**

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

Category	Weight	GPA scale
AP with the Examination	multiplied by 1.25	5.00
Dual Credit	multiplied by 1.20	4.80

OnRamps	multiplied by 1.20	4.80
AP without the examination	multiplied by 1.20	4.80
Pre-AP	multiplied by 1.10	4.40
Regular Courses	multiplied by 1.00	4.00

**AP Course Weight With and Without Taking the Examination**

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

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

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

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

**Automatic Admission to Texas Public University for Top 10%**

Top students in Texas are eligible for automatic admission to any public university in Texas under state admissions policies. Under House Bill 588 passed by the 75<sup>th</sup> 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 number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

### **Notification of Eligibility**

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

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

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

- Have earned a grade point average in the top 10 percent of the student's high school graduating class, AND
- Have successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP); OR
- Have earned the Distinguished Level of Achievement under the Foundation High School Program; or
- Have satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

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

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

Once a student is admitted, a university may review a student's high school records to determine if the student is prepared for college-level course work. A student who needs additional preparation may be required to take a

developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Note: *The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. The Texas Higher Education Coordinating Board was responsible for creating rules for this new admissions policy and adopted the "top 10 percent" rules in October 1997. For more information, see Appendix A.*

## College Financial Aid Applications

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

### **FAFSA and TASFA**

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

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

### **TEXAS Grant**

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

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

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

# AP Capstone™

## **New for 2018-2019 – 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 is comprised of 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 Mrs. Huerta by May 1st!*

## Class Rank GPA Multiplier Chart for Students Entering 9<sup>th</sup> Grade in 2014 and After

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

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

## Weighted Course Chart for Students Entering 9<sup>th</sup> Grade in 2014 and After

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

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

ENGL 1301/ENG 306 (UT-Austin)	MATH 1342/ SSC 302 (UT-Austin)	HIST 1302 (ACC)	HIST 1301 (ACC)
ENGL 1302/ ENG 309 (UT-Austin)	MATH 2312/ M 305G (UT-Austin)	CS 302 (UT-Austin)	PHY 302K (UT-Austin)
MATH 1314/ M 301 (UT-Austin)			

### OnRamps (Non-Dual Credit Section) [Articulated Courses offered through LVHS] (1.20 Multiplier)

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

### Pre-Advanced Placement (1.10 Multiplier)

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

### General Education (1.0 Multiplier)

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

## 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
<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>	<b>LVISD Requires 28 Credits to Graduate</b>

\*LVISD requirement in order to meet State-required curriculum elements.

## Foundation High School Program Endorsement Programs of Study

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

### Recommended Course Sequence Options

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

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

**Business & Industry Endorsements:  
Agriculture**

<b>Business &amp; Industry Endorsements: Agriculture</b>		
	<b>Floral &amp; Landscape Design</b>	
<b>English</b> 4 Credits	English I English II English III 4th Year English	
<b>Math</b> 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Algebra I Geometry Algebra II 4th Year Math	
<b>Science</b> 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	
<b>Social Studies</b> 3 Credits	World History U.S. History Government (.5) Economics (.5)	
<b>Speech</b> .5 - 1 Credit	Professional Communications	
<b>Health</b> .5 Credit	Health/Lifetime Nutrition & Wellness	
<b>Money Matters</b> .5 - 1 Credit	Money Matters	
<b>Fine Arts</b> 1 Credit	Fine Arts I	
<b>PE</b> 1 Credit	PE	
<b>LOTE</b> 2 Credits	Spanish I Spanish II	
<b>Coherent Sequence</b>	Principles of Agriculture, Food, & Natural Resources Floral Design Advanced Floral Design Landscape Design & Turf Grass Management (1.0)	
<b>Recommended Electives</b>	Other Electives	
<b>LVISD Requires 28 Credits to Graduate</b>	<b>28 Credits</b>	

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

	<b>Architecture &amp; Construction</b>	<b>Welding (Manufacturing)</b> <i>[Discontinued Beginning in 2017-2018]</i>
<b>English</b> 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
<b>Math</b> 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
<b>Science</b> 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4th Year Science	Biology Chemistry Physics 4th Year Science
<b>Social Studies</b> 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
<b>Speech</b> .5 - 1 Credit	Professional Communications	Professional Communications
<b>Health</b> .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
<b>Money Matters</b> .5 - 1 Credit	Money Matters	Money Matters
<b>Fine Arts</b> 1 Credit	Fine Arts I	Fine Arts I
<b>PE</b> 1 Credit	PE	PE
<b>LOTE</b> 2 Credits	Spanish I Spanish II	Spanish I Spanish II
<b>Coherent Sequence</b>	Professional Communications/Money Matters Construction Technology I (2.0) Construction Technology II (2.0)	Professional Communications/Money Matters Welding I (1.0 – 2.0) Welding II (2.0)
<b>Recommended Electives</b>	Practicum in Construction Management Other Electives	Practicum in Manufacturing/Welding Other Electives
<b>LVISD Requires 28 Credits to Graduate</b>	<b>28 Credits</b>	<b>28 Credits</b>

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

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

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

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

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

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

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

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

**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

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

**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

<b>Business &amp; Industry Endorsements</b>		
	<b>Computer Information Technology (STEM)</b>	<b>Health Science: EMT [Beginning in 2018-2019]</b>
<b>English</b> 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
<b>Math</b> 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
<b>Science</b> 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4- Year Science	Biology Chemistry Physics Anatomy & Physiology
<b>Social Studies</b> 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
<b>Speech</b> .5 - 1 Credit	Professional Communications	Professional Communications
<b>Health</b> .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
<b>Money Matters</b> .5 - 1 Credit	Money Matters	Money Matters
<b>Fine Arts</b> 1 Credit	Fine Arts I	Fine Arts I
<b>PE</b> 1 Credit	PE	PE
<b>LOTE</b> 2 Credits	Spanish I Spanish II	Spanish I Spanish II
<b>Coherent Sequence</b>	Algebra II Chemistry Physics CS Programming I PAP CS Programming II AP Computer Science	Principles of Health Science Anatomy & Physiology Health Science Theory ( <i>Beginning in 2019-2020</i> ) Health Science Clinical ( <i>Beginning in 2019-2020</i> )
<b>Recommended Electives</b>	Other Electives	Sports Medicine Other Electives
<b>LVISD Requires 28 Credits to Graduate</b>	<b>28 Credits</b>	<b>28 Credits</b>

**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

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

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

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

STEM Endorsements		
	STEM Science	STEM Health Science <i>[Discontinued in 2018-2019]</i>
<b>English</b> 4 Credits	English I English II English III 4th Year English	English I English II English III 4th Year English
<b>Math</b> 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
<b>Science</b> 4 Credits <i>*Discuss alternate sequences with the counselor</i>	Biology Chemistry Physics 4- Year Science	Biology Chemistry Physics Anatomy & Physiology
<b>Social Studies</b> 3 Credits	World History U.S. History Government (.5) Economics (.5)	World History U.S. History Government (.5) Economics (.5)
<b>Speech</b> .5 - 1 Credit	Professional Communications	Professional Communications
<b>Health</b> .5 Credit	Health/Lifetime Nutrition & Wellness	Health/Lifetime Nutrition & Wellness
<b>Money Matters</b> .5 - 1 Credit	Money Matters	Money Matters
<b>Fine Arts</b> 1 Credit	Fine Arts I	Fine Arts I
<b>PE</b> 1 Credit	PE	PE
<b>LOTE</b> 2 Credits	Spanish I Spanish II	Spanish I Spanish II
<b>Coherent Sequence</b>	Chemistry or PAP Chemistry Physics, PAP Physics, or OnRamps Physics  <i>Two of the following:</i> AP Biology AP Chemistry AP Environmental Science OnRamps Physics (if not already taken) Scientific Research & Design	Chemistry Physics Medical Microbiology Anatomy & Physiology
<b>Recommended Electives</b>	Other Electives	Sports Medicine Other Electives
<b>LVISD Requires 28 Credits to Graduate</b>	<b>28 Credits</b>	<b>28 Credits</b>

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

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

## Foundation High School Program Frequently Asked Questions (FAQ)

### **What is an endorsement?**

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

### **What are the five endorsements areas the State allows?**

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

### **Which endorsement areas does Lago Vista ISD offer?**

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

### **When do students choose their endorsements for high school?**

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

### **Can a student earn more than one endorsement?**

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

### **Can a student change endorsements?**

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

### **Does every student have to graduate with an endorsement?**

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

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

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

### **Do I have to take Professional Communications (Speech)?**

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

### **Do I have to take Money Matters?**

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

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

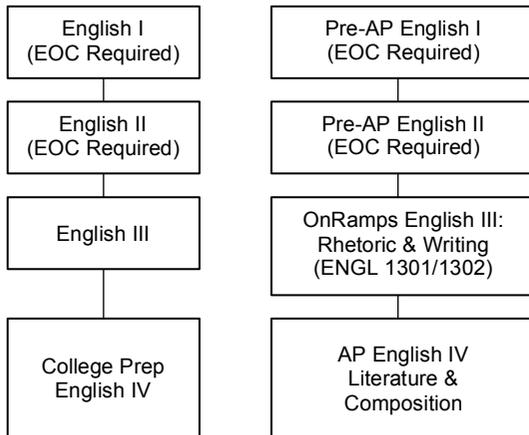
Yes. Although it is no longer a state graduation requirement, each Texas school district is responsible for providing Cardiopulmonary Resuscitation (CPR) instruction to each student at least once before graduation from high school, as required by §28.0023. In Lago Vista ISD, Health/Lifetime Nutrition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

# Course Descriptions

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

## English/Language Arts

### LVHS Recommended English Course Sequences



#### English I

**Course Number: 2101**

**Credit: 1, Full Year**

**Prerequisite: None**

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

#### Pre-AP English I

**Course Number: 2111**

**Credit: 1, Full Year**

**Prerequisite: None**

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

#### English II

**Course Number: 2102**

**Credit: 1, Full Year**

**Prerequisite: English I recommended**

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

#### Pre-AP English II

**Course Number: 2112**

**Credit: 1, Full Year**

**Prerequisite: English I recommended**

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

#### English III

**Course Number: 2103**

**Credit: 1, Full Year**

**Prerequisite: English II recommended**

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

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

**Course Number: 2116**

**Credit: 1, Full Year**

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

OnRamps English III: Rhetoric & Writing begins with a summer reading assignment, which becomes the basis for

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

#### **English IV**

**Course Number: 2118**

**Credit: 1, Full Year**

**Prerequisite: *English III recommended***

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

#### **AP English IV Literature and Composition**

**Course Number: 2114**

**Credit: 1, Full Year**

**Prerequisite: *English III recommended***

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

### Speech

#### **Professional Communications**

**Course Number: 2751**

**Credit: ½, Semester**

**Prerequisite: *None***

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

### English Electives

#### **Beginning Yearbook (GDI)**

**Course Number: 2130**

**Credit: 1, Full Year**

**Prerequisite: *Completion of English I recommended***

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

#### **Advanced Journalism: Yearbook I**

**Course Number: 2131**

**Credit: 1, Full Year**

**Prerequisite: *Teacher approval***

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

## **Advanced Journalism: Yearbook II**

**Course Number: 2132**

**Credit: 1, Full Year**

**Prerequisite: *Teacher approval***

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

## **Advanced Journalism: Yearbook III**

**Course Number: 2133**

**Credit: 1, Full Year**

**Prerequisite: *Teacher approval***

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

## **Independent Study in Journalism**

**Course Number: 2134**

**Credit: 1, Full Year**

**Prerequisite: *Teacher approval***

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

## **Debate I**

**Course Number: 2181**

**Credit: 1, Full Year**

**Prerequisite: *None***

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

## **Debate II**

**Course Number: 2182**

**Credit: 1, Full Year**

**Prerequisite: *Debate I recommended***

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

## **Debate III**

**Course Number: 2183**

**Credit: 1, Full Year**

**Prerequisite: *Debate II recommended***

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

## **Independent Study in Speech**

**Course Number: 2184**

**Credit: 1, Full Year**

**Prerequisite: *Teacher approval***

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

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

### Writing Enrichment

**Course Number: 2319**

**Credit: 1, Full Year**

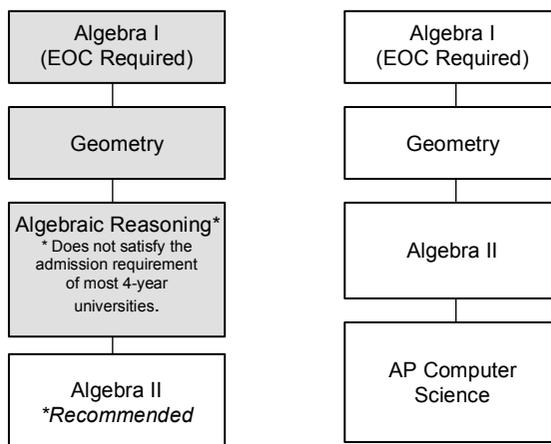
**Prerequisite: None**

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

### Alternate Math Sequences

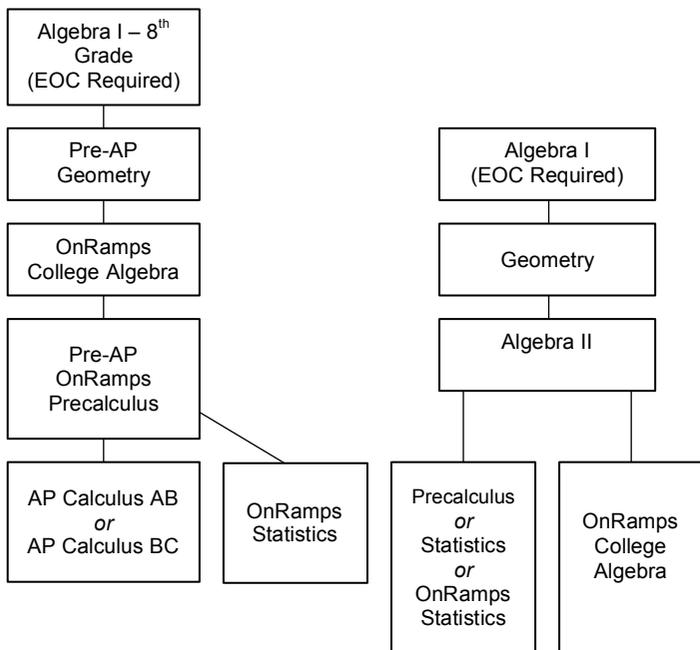
Please discuss these options with the campus counselor.

#### Foundation Only



# Mathematics

## LVHS Recommended Math Course Sequences



### Algebra I

**Course Number: 2201**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### Geometry

**Course Number: 2210**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

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

## **Pre-AP Geometry**

**Course Number: 2213**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

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

## **Algebraic Reasoning**

**Course Number: 2204**

**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 to 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.**

## **Algebra II**

**Course Number: 2202**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

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

## **OnRamps Algebra II: College Algebra (Dual Credit MATH 1314)**

**Course Number: 2212**

**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.

## **Precalculus**

**Course Number: 2220**

**Credit: 1, Full Year**

**Prerequisite: Algebra I; Geometry; Algebra II**

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

## **Pre-AP OnRamps Precalculus (Dual Credit MATH 2312)**

**Course Number: 2224**

**Credit: 1, Full Year**

**Prerequisite: Algebra I; Geometry; Algebra II**

In OnRamps Precalculus, students deepen and extend their knowledge of functions, graphs, and equations so that they can successfully work with the concepts in a rigorous university-level calculus course. This course emphasizes conceptual understanding of mathematical definitions

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

### **AP Calculus AB**

**Course Number: 2222**

**Credit: 1, Full Year**

**Prerequisite: *Precalculus***

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

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

### **AP Calculus BC**

**Course Number: 2223**

**Credit: 1, Full Year**

**Prerequisite: *Precalculus***

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

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

### **Independent Study in Mathematics: College Prep Math**

**Course Number: 2203**

**Credit: 1, Full Year**

**Prerequisite: *Algebra II***

This is an advanced math course that prepares students for higher-level math in college. It covers elementary and

intermediate algebraic concepts building the foundation for the skills needed in the first semester of college Algebra. This course satisfies the HB5 college preparatory course requirement. Successful completion of the Independent Study in Mathematics course and final examination from ACC provides a temporary exemption for TSI Math at Austin Community College.

### **Statistics and Business Decision Making**

**Course Number: 2176**

**Credit: 1, Full Year**

**Prerequisite: *Algebra II***

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

### **OnRamps Statistics (Dual Credit MATH 1342)**

**Course Number: 2177**

**Credit: 1, Full Year**

**Prerequisite: *Geometry; Algebra II***

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

## Math Electives

### **Strategic Learning for High School Math**

**Course Number: 2200**

**Credit: 1, Full Year**

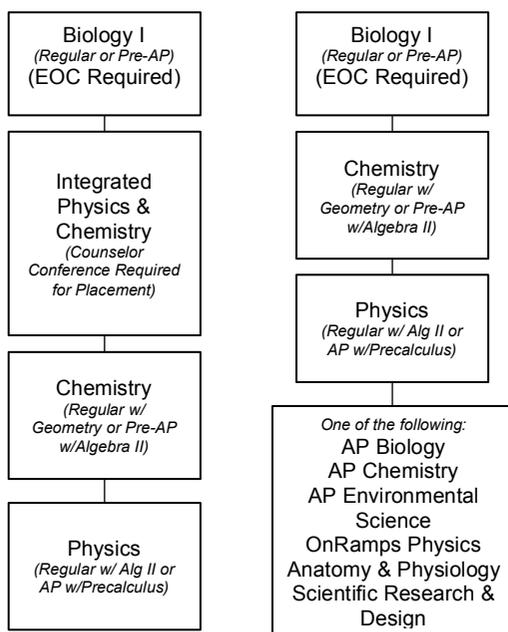
**Prerequisite: *None***

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

establish relevance and aid in creation of individualized learning plans (ILPs). Students will work on improving basic math skills in order to better prepare for more advanced algebraic skills. **All students who failed to meet standard on the previous year's Algebra I STAAR EOC assessment, or who otherwise demonstrate need, will be placed in this academic support class. This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.**

## Science

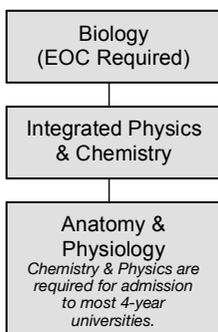
### LVHS Recommended Science Course Sequences



### Alternate Science Sequence

Please discuss this option with the campus counselor.

#### Foundation Only



### Biology

**Course Number: 0301**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### Pre-AP Biology

**Course Number: 0303**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### AP Biology

**Course Number: 2304**

**Credit: 1, Full Year**

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

This college-level course prepares students to take the AP Biology exam for possible college credit. Laboratory techniques are developed to further students' ability to pursue a career in a biologically related field. Students will conduct laboratory investigations of chemical reactions that occur in organisms. Concepts of molecular and cellular biology, the biology of organisms will be investigated. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier.**

### Integrated Physics and Chemistry (IPC)

**Course Number: 2331**

**Credit: 1, Full Year**

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

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

## Chemistry

**Course Number: 2320**

**Credit: 1, Full Year**

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

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

## Pre-AP Chemistry

**Course Number: 0322**

**Credit: 1, Full Year**

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

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

## AP Chemistry

**Course Number: 2323**

**Credit: 1, Full Year**

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

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

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

## Physics

**Course Number: 2330**

**Credit: 1, Full Year**

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

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and

atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

## OnRamps Physics (Dual Credit PHY 302K)

**Course Number: 2334**

**Credit: 1, Full Year**

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

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

## AP Environmental Science

**Course Number: 2314**

**Credit: 1, Full Year**

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

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

## Anatomy and Physiology

Course Number: 2306

Credit: 1, Full Year

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

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

## Scientific Research and Design: Earth & Space

Course Number: 2311

Credit: 1, Full Year

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

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

## World History

Course Number: 2403

Credit: 1, Full Year

Prerequisite: *None*

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

## Pre-AP World History

Course Number: 0413

Credit: 1, Full Year

Prerequisite: *None*

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

## U.S. History

Course Number: 2401

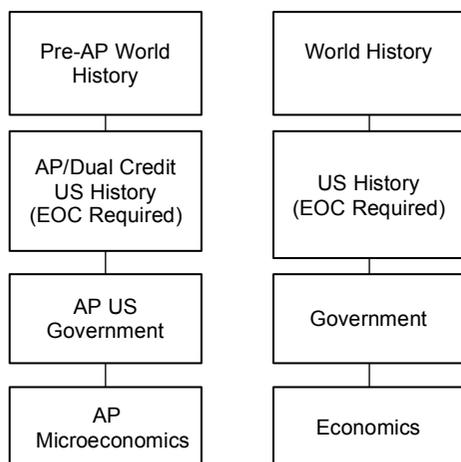
Credit: 1, Full Year

Prerequisite: *World History recommended*

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

# Social Studies

## LVHS Recommended Social Studies Course Sequences



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

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

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

**Credit: 1, Full Year**

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

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

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

### **U.S. Government**

**Course Number: 2410**

**Credit: ½, Semester**

**Prerequisite: U.S. History recommended**

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

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

### **AP U.S. Government and Politics**

**Course Number: 2409**

**Credit: ½, Semester**

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

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

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

### **Economics**

**Course Number: 2501**

**Credit: ½, Semester**

**Prerequisite: U.S. History recommended**

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

### **AP Microeconomics**

**Course Number: 2502**

**Credit: ½, Semester**

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

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. 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

### **World Geography**

**Course Number: 2405**

**Credit: 1, Full Year**

**Prerequisite: None**

In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.

### **Personal Financial Literacy**

**Course Number: 2504**

**Credit: ½, Semester**

**Prerequisite: None**

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

and three-dimensional; pencil, ink, charcoal, pastel, tempera, watercolor, clay, and printmaking. Some media may vary. The goal is for students to gain an understanding and appreciation of art. **Note: There is a \$20 materials fee for this course.**

### **Art II, Drawing I**

**Course Number: 2902**

**Credit: 1, Full Year**

**Prerequisite: Art I**

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

### **Art III, Drawing II**

**Course Number: 2903**

**Credit: 1, Full Year**

**Prerequisite: Art II and teacher approval**

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

### **Art IV, Drawing III**

**Course Number: 2904**

**Credit: 1, Full Year**

**Prerequisite: Art III and teacher approval**

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

### **AP Studio Art**

**Course Number: 2905**

**Credit: 1, Full Year**

**Prerequisite: Art I; Art II; Teacher approval**

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

## Fine Arts

### Visual Arts

#### **Art I**

**Course Number: 2901**

**Credit: 1, Full Year**

**Prerequisite: None**

Students may fulfill fine arts or elective requirements for graduation by successfully completing this course. Beginning art encompasses a wide variety of experiences, such as elements and principles of art and art history. Students in this course study: a variety of media, both two-

## Theatre Arts

### **Beginning Theatre Arts I**

**Course Number: 2921**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### **Advanced Theatre Arts II**

**Course Number: 2922**

**Credit: 1, Full Year**

**Prerequisite: Audition and teacher approval**

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

### **Advanced Theatre Arts III**

**Course Number: 2923**

**Credit: 1, Full Year**

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

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

### **Advanced Theatre Arts IV**

**Course Number: 2924**

**Credit: 1, Full Year**

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

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

### **Musical Theatre I**

**Course Number: 2930**

**Credit: 1, Full Year**

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

This introductory course will expose students to a wide range of onstage performance disciplines within musical theatre, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principals of stage movement, stage vocal technique, stage choreography, acting, characterization, and all other aspects of a musical production. The Musical Theatre I-III courses are offered during a common instructional period. These courses require extended rehearsals with some after school, nights, and weekends.

### **Musical Theatre II**

**Course Number: 2935**

**Credit: 1, Full Year**

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

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

### **Musical Theatre III**

**Course Number: 2936**

**Credit: 1, Full Year**

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

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

## **Theatre Production I**

**Course Number: 2927**

**Credit: 1, Full Year**

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

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

## **Theatre Production II**

**Course Number: 2928**

**Credit: 1, Full Year**

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

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

## **Theatre Production III**

**Course Number: 2929,**

**Credit: 1, Full Year**

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

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

## **Band**

### **Marching/Concert Band I**

**Course Number: 0931 and 0738**

**Credit: 1, Full Year**

**Prerequisite: *Audition and teacher approval***

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

### **Marching/Concert Band II**

**Course Number: 0932 and 0738**

**Credit: 1, Full Year**

**Prerequisite: *Audition and teacher approval***

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

### **Marching/Concert Band III**

**Course Number: 0933**

**Credit: 1, Full Year**

**Prerequisite: *Audition and teacher approval***

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

## **Marching/Concert Band IV**

**Course Number: 0934**

**Credit: 1, Full Year**

**Prerequisite: Audition and teacher approval**

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

### **Course Substitutes for Physical Education Credit**

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

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

Please see the high school counselor for more information.

## **Physical Education/ Athletics & Health**

### **Foundations of Personal Fitness**

**Course Number: 0739**

**Credit: ½ -Semester-1, Full Year**

**Prerequisite: None**

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

### **Health/Lifetime Nutrition & Wellness**

**Course Number: 2708**

**Credit: ½, Semester**

**Prerequisite: None**

Health/Lifetime Nutrition & Wellness is a study of the care of the body and its systems, as well as the relationship of personal behavior to wellness. Some topics covered are consumer health, nutrition, sex education for family living, use and abuse of tobacco, alcohol and drugs, and growth and development. Community health, environmental studies,

disease, fitness, first aid, and safety are also studied. Students will also complete a required training in Cardiopulmonary Resuscitation (CPR). This course is noted on the transcript as Lifetime Nutrition and Wellness. **This course counts for Career and Technical Education credit.**

### **Athletics**

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

#### **Athletics I - Boys**

**Course Number: 0731**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics II - Boys**

**Course Number: 0732**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics III - Boys**

**Course Number: 0733**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics IV - Boys**

**Course Number: 0734**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics I - Girls**

**Course Number: 0730**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics II - Girls**

**Course Number: 0735**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics III- Girls**

**Course Number: 0736**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

#### **Athletics IV - Girls**

**Course Number: 0737**

**Credit: 1, Full Year**

**Prerequisite: Athletic Director or head coach approval**

# Languages Other Than English

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

## Spanish I

**Course Number: 2801**

**Credit: 1, Full Year**

**Prerequisite: None**

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

## Spanish II

**Course Number: 2802**

**Credit: 1, Full Year**

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

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

## Pre-AP Spanish II

**Course Number: 2812**

**Credit: 1, Full Year**

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

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

## Pre-AP Spanish III

**Course Number: 2813**

**Credit: 1, Full Year**

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

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

*Note: All students enrolled will have a summer reading assignment.*

## AP Spanish IV

**Course Number: 2814**

**Credit: 1, Full Year**

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

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

## AP Spanish V

**Course Number: 2811**

**Credit: 1, Full Year**

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

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

# Technology Applications

## AP Computer Science

**Course Number: 2168**

**Credit: 1, Full Year**

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

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

**Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course will satisfy graduation requirements for mathematics under the Foundation graduation plan. This course counts for Technology Applications credit. This course does NOT count for Career and Technical Education credit.**

## Digital Forensics

**Course Number: 2170**

**Credit: 1, Full Year**

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

Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data.

## Discrete Mathematics

**Course Number: 2227**

**Credit: 1, Full Year**

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

Discrete Mathematics topics are divided into six areas: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability.

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

# Special Programs

## AP Seminar

**Course Number: 2044**

**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**

**Credit: 1, Full Year**

**Prerequisite: Acceptance into the Advanced Placement Capstone Diploma Program; AP Seminar**

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.**

### **G/T Independent Study Mentorship (ISM)**

**Course Number: 2046**

**Credit: ½ -Semester-1, Full Year**

**Prerequisite: *Application process***

This course is based on the Exit Level *Texas Performance Standards Project (TPSP)* for gifted/talented (G/T) students 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.** Please contact the high school G/T facilitator for additional information.

### **Office Aide**

**Course Number: 0018**

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

**Prerequisite: *Seniors only - By invitation***

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

### **Path to College & Career I**

**Course Number: 0027**

**Credit: 1, Full Year**

**Prerequisite: *None***

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

### **Peer Assistance for Students with Disabilities I**

**Course Number: 0023**

**Credit: 1, Full Year**

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

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

### **Peer Assistance for Students with Disabilities II**

**Course Number: 0024**

**Credit: 1, Full Year**

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

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

### **Sports Medicine I**

**Course Number: 2041**

**Credit: 1, Full Year**

**Prerequisite: *None***

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

### **Sports Medicine II**

**Course Number: 2042**

**Credit: 1, Full Year**

**Prerequisite: *Sports Medicine I***

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

### **Strategic Learning for High School Math**

**Course Number: 2200**

**Credit: 1, Full Year**

**Prerequisite: *None***

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

a supplement to the student's regular grade-level math course and is taken in place of an elective.

### Writing Enrichment

**Course Number: 2319**

**Credit: 1, Full Year**

**Prerequisite: None**

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

## Career & Technical Education

### Agriculture, Food & Natural Resources Cluster

#### Principles of Agriculture, Food, & Natural Resources

**Course Number: 2144**

**Credit: 1, Full Year**

**Prerequisite: None**

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

#### Floral Design

**Course Number: 2145**

**Credit: 1, Full Year**

**Prerequisite: None**

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

#### Advanced Floral Design

**Course Number: 2146**

**Credit: 1, Full Year**

**Prerequisite: Floral Design; Instructor approval. This course may not be used as the final course in an endorsement.**

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

#### Landscape Design & Turf Grass Management

**Course Number: 2146**

**Credit: 1, Full Year**

**Prerequisite: Principles of Agriculture recommended**

The Landscape Design and Management portion of this course is designed to help students develop an understanding of landscape design and management techniques and practices. The Turf Grass Management portion of this course is designed to help students develop an understanding of turf grass management techniques and practices. To prepare for careers in horticultural systems, students will attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. **Note: There is a \$40 materials fee for this course. This satisfies the advanced course requirement for the Foundation endorsement in Floral & Landscape Design.**

### Architecture and Construction Cluster

#### Construction Technology I

**Course Number: 2139**

**Credit: 2, Full Year**

**Prerequisites: None**

Students will gain knowledge and skills specific to those needed to enter the workforce in the areas of carpentry and construction. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. **Note: There is a \$40 materials fee for this course. This course is double-blocked.**

#### Construction Technology II

**Course Number: 2135**

**Credit: 2, Full Year**

**Prerequisite: Construction Technology I**

In Advanced Construction Technology, students gain

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

### **Practicum in Construction Management**

**Course Number: 2137**

**Credit: 2, Full Year**

**Prerequisite: Construction I and II; Instructor approval**

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

## **Arts, AV Technology and Communications Cluster**

### **Beginning Yearbook (GDI)**

**Course Number: 2130**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### **Audio Video Production I**

**Course Number: 2127**

**Credit: 1, Full Year**

**Prerequisite: None**

This introductory course will teach students the basics of photography, 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.

### **Audio Video Production II**

**Course Number: 2128**

**Credit: 1, Full Year**

**Prerequisite: Audio Video Production I**

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

### **Audio/Video Production II Lab**

**Course Number: 2125**

**Credit: 1, Full Year**

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

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

### **Practicum in Audio Video Production**

**Course Number: 2126**

**Credit: 2, Full Year**

**Prerequisite: Audio/Video Production II and Audio/Video Production II Lab; Application and instructor approval**

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

## **Professional Communications**

**Course Number: 2751**

**Credit: ½, Semester**

**Prerequisite: None**

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

## **Business Management and Administration Cluster**

### **Business Information Management I**

**Course Number: 2161**

**Credit: 1, Full Year**

**Prerequisite: None**

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

### **Business Information Management II**

**Course Number: 2162**

**Credit: 1, Full Year**

**Prerequisite: *Business Information Management I***

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

## **Finance Cluster**

### **Money Matters**

**Course Number: 2175**

**Credit: 1, Full Year**

**Prerequisite: None**

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

career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.

## **Statistics and Business Decision Making**

**Course Number: 2176**

**Credit: 1, Full Year**

**Prerequisite: *Algebra II***

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

## **Health Science Cluster**

### **Principles of Health Science**

**Course Number: 2040**

**Credit: 1, Full Year**

**Prerequisite: None**

In Principles of Health Science, students are exposed to the health care system by investigating the history of medicine, safety practices used by medical professionals, communication skills, ethics, and leadership skills, including the use of parliamentary procedure. Students learn about preventive medicine, as well as participating in career planning and developing life skills. Students also begin building their foundation in medical terminology and basic anatomy. By studying the historical context from which current medical practice evolved, the students develop an appreciation and understanding of technical advances and the human dimension in the biomedical field. The students are taught to view the health care system as consumers as well as potential health care professionals.

### **Sports Medicine I**

**Course Number: 2041**

**Credit: 1, Full Year**

**Prerequisite: None**

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

## **Sports Medicine II**

**Course Number: 2042**

**Credit: 1, Full Year**

**Prerequisite: *Sports Medicine I***

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

## **Anatomy and Physiology**

**Course Number: 2306**

**Credit: 1, Full Year**

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

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

### **Human Services Cluster**

#### **Health/Lifetime Nutrition & Wellness**

**Course Number: 2708**

**Credit: ½, Semester**

**Prerequisite: *None***

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

### **Information Technology Cluster**

#### **Computer Science Programming I**

**Course Number: 2164**

**Credit: 1, Full Year**

**Prerequisite: *Algebra I recommended***

This class is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational practices of algorithm

development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. Even though the course does not focus on the development of math skills, a strong math background is a good predictor of success. This course is noted on the transcript as Computer Programming I. **This course counts for Career and Technical Education credit Computer Programming I.**

#### **Pre-AP Computer Science Programming II**

**Course Number: 2165**

**Credit: 1, Full Year**

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

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

#### **OnRamps Computer Fluency (Dual Credit CS 302)**

**Course Number: 2166**

**Credit: 1, Full Year**

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

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

noted on the transcript as Computer Programming II. **This course counts for Career and Technical Education credit in Computer Programming II.**

### **Robotics I**

**Course Number: 2169**

**Credit: 1, Full Year**

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

**Credit: 1, Full Year**

**Prerequisite: Robotics I required; Algebra I, Algebra II, and Computer Science 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.

### **AP Computer Science**

**Course Number: 2167**

**Credit: 1, Full Year**

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

This college-level course prepares students to take the AP Computer Science exam for possible college credit. This course can also count as a 4-year mathematics credit. Computer Science AP continues the study of Computer Science I and is designed for students who are preparing for the Advanced Placement examination. Topics include advanced data structures, introduction to computer architecture, extensive programming in Java, and development of a professional quality and extensive programming project. This course is designed for students who are interested in majoring in Computer Science, Science, Management Information System, or Engineering. Students are required to take the Advanced Placement Computer Science Exam at the conclusion of the course. **Students must take the corresponding Advanced Placement (AP) examination in order to receive the 1.25 GPA multiplier. This course will satisfy graduation requirements for mathematics under the Foundation graduation plan. This course counts for Technology Applications credit. This class does NOT count for Career & Technical Education credit.**

## **Manufacturing Cluster**

### **Welding I**

**Course Number: 2136**

**Credit: 2, Full Year**

**Prerequisite: Algebra I recommended**

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

### **Welding II**

**Course Number: 2158**

**Credit: 2, Full Year**

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

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

## **Marketing Cluster**

### **Advertising**

**Course Number: 2131**

**Credit: ½, Semester**

**Prerequisite: None**

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

## **Entrepreneurship**

**Course Number: 2129**

**Credit: 1, Full Year**

**Prerequisite: None**

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

## **Social Media Marketing**

**Course Number: 2132**

**Credit: ½, Semester**

**Prerequisite: Advertising recommended**

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

## **STEM Cluster**

### **Scientific Research and Design: Earth & Space**

**Course Number: 2311**

**Credit: 1, Full Year**

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

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

## Appendix A

### Explanation of Eligibility for Automatic College Admission

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

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

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

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

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

To qualify for automatic admission an applicant must:

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

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

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

#### Additional Resources

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

For questions related to the Automatic Admission policy, please visit the Texas Education Agency's Automatic College Admission webpage at [https://tea.texas.gov/Academics/Graduation\\_Information/Automatic\\_College\\_Admission/](https://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission/).



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

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

**Credit Requirements for FHSP + Endorsement and Distinguished Achievement Plans**

Math - 4.0 credits *(Including Algebra II)*  
 Science - 4.0 credits  
 English - 4.0 credits  
 Social Studies - 3.0 credits  
 Speech/Prof. Comm. - .5 credit  
 Health/Nutrition - .5 credit  
 Fine Arts - 1.0 credit  
 Physical Education - 1.0 credit  
 LOTE - 2.0 credits  
 Endorsement Coherent Sequence Electives

**LVISD Requires 28 Credits to Graduate**

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
1	Math:	Math:	Math:	Math:
2	Biology	Science:	Science:	Science:
3	English:	English:	English:	English:
4	Money Matters	World History	US History	Government (.5) Economics (.5)
5	Prof. Comm. (.5) Health/Nutrition (.5)			
6				
7				
8				

**Performance Acknowledgment Planning**

<input type="checkbox"/> Dual Credit <ul style="list-style-type: none"> <li>• 12 hours/3.0 (un-weighted)</li> </ul>	<input type="checkbox"/> Bilingualism/Biliteracy <ul style="list-style-type: none"> <li>• 3 credits at 80%; or</li> <li>• Level IV at 80%; or</li> <li>• 3 or Higher on AP LOTE exam</li> </ul>	<input type="checkbox"/> Advanced Placement <ul style="list-style-type: none"> <li>• 3 or Higher on an AP exam</li> </ul>
<input type="checkbox"/> College Preparation <ul style="list-style-type: none"> <li>• PSAT/NMSQT Commended Scholar; or</li> <li>• College Readiness on 2 ACT Aspire Subject Tests; or</li> <li>• 4-10 Reading and 520 Math on SAT; or</li> <li>• ACT composite score of 28</li> </ul>		<input type="checkbox"/> Business and Industry <ul style="list-style-type: none"> <li>• Earn business or industry certification</li> </ul>

## Appendix C

### 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 \_\_\_\_\_

#### 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 \_\_\_\_\_

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/ Bilteracy	_____
• 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	

## Endorsement (Select All that Apply)

### 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 D 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; Anatomy and Physiology; 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 \_\_\_\_\_

### 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 \_\_\_\_\_

**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 E

### Lago Vista ISD Senior Early Release Information & Application

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

#### Conditions for Approval of Early Release

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

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

#### Qualifying Circumstances for Early Release

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

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

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

#### Additional Provisions

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

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

Print Student Name _____ ID# _____
---------------------------------------

## Lago Vista ISD Senior Early Release Application

### Student Information

Full Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City, State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
(Student's Initials)

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

### Dual/Concurrent/TxVSN Enrollment Information

Not Applicable

Name of College/University/School: \_\_\_\_\_ Location: \_\_\_\_\_  
Class Enrolled: \_\_\_\_\_ Semester: Fall or Spring  
Professor/Instructor: \_\_\_\_\_

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

### Employment, Internship, or Job Shadow Information

Not Applicable

Name of Business: \_\_\_\_\_ Phone: \_\_\_\_\_  
Name of Supervisor: \_\_\_\_\_ Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

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

### Student Agreement

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

Please list the class to be removed from your schedule: \_\_\_\_\_

\_\_\_\_\_  
Student Signature Date

### Parent Agreement

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

\_\_\_\_\_  
Parent Signature Date

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

## Appendix F



### Lago Vista ISD UIL Eligibility Waiver Form

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

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

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

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

\_\_\_\_\_  
Name of Course

\_\_\_\_\_  
Grade in Course (60 – 69)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coach/Sponsor Signature

\_\_\_\_\_  
Date

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

#### **Advanced Class UIL Eligibility Waivers**

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

#### **University Interscholastic League (UIL) Eligibility**

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

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

## Appendix G

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

A student requesting to exit 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 a 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

# Lago Vista ISD AP Capstone Program Application



*Due to Mrs. Huerta by May 1<sup>st</sup>.*

## 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?

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## Academics

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

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



## Lago Vista ISD Approval of 2018-2019 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.

### **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.

### **Path College Career I**

The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Path courses focus on developing the habits and skills that are expected in college study and the workforce.

### **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.

Jan-18		17-18					
41.66%		Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET		
57xx	LOCAL TAX REVENUES	\$ 15,290,095	\$ 13,935,153	\$ 1,354,942	91.14%		
58XX	STATE PROG. REVENUES	\$ 1,201,253	\$ 558,587	\$ 642,666	46.50%		
59XX	FEDERAL PROG. REVENUES	\$ 15,000	\$ 6,356	\$ 8,644	42.38%		
	<b>TOTAL REVENUE</b>	\$ 16,506,348	\$ 14,500,095	\$ 2,006,253	87.85%		
				\$ -			
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET		
11	INSTRUCTION	\$ 6,785,928	\$ 2,455,074	\$ 4,330,854	36.18%		
12	LIBRARY	\$ 131,930	\$ 40,436	\$ 91,494	30.65%		
13	STAFF DEVELOPMENT	\$ 28,600	\$ 13,150	\$ 15,450	45.98%		
21	INST. ADMINISTRATION	\$ 248,314	\$ 105,426	\$ 142,888	42.46%		
23	SCHOOL ADMINISTRATION	\$ 881,716	\$ 369,856	\$ 511,860	41.95%		
31	GUID AND COUNSELING	\$ 408,524	\$ 156,857	\$ 251,667	38.40%		
33	HEALTH SERVICES	\$ 157,980	\$ 59,102	\$ 98,878	37.41%		
34	PUPIL TRANSP - REGULAR	\$ 501,500	\$ 161,894	\$ 339,606	32.28%		
36	CO-CURRICULAR ACT	\$ 647,365	\$ 239,680	\$ 407,685	37.02%		
41	GEN ADMINISTRATION	\$ 652,281	\$ 297,495	\$ 354,786	45.61%		
51	PLANT MAINT & OPERATION	\$ 1,520,076	\$ 631,789	\$ 888,287	41.56%		
52	SECURITY	\$ 6,600	\$ 3,958	\$ 2,643	59.96%		
53	DATA PROCESSING	\$ 333,146	\$ 156,329	\$ 176,817	46.93%		
61	COMMUNITY SERVICE	\$ 7,692	\$ 2,018	\$ 5,674	26.23%		
71	DEBT SERVICE	\$ -	\$ -	\$ -			
81	CAPITAL PROJECTS	\$ -	\$ -	\$ -			
91	STUDENT ATTENDANCE CR	\$ 4,454,017	\$ 7,466	\$ 4,446,551	0.17%		
99	TRAVIS COUNTY APP	\$ 92,000	\$ 44,528	\$ 47,472	48.40%		
0	Transfer Out	\$ -	\$ -	\$ -			
	<b>TOTAL EXPENDITURES</b>	\$ 16,857,669	\$ 4,745,057	\$ 12,112,612	28.15%		
Jan-17		16-17					
41.66%		Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET		
57xx	LOCAL TAX REVENUES	\$ 14,556,699	\$ 12,711,013	\$ 1,845,686	87.32%		
58XX	STATE PROG. REVENUES	\$ 2,056,497	\$ 1,425,646	\$ 630,851	69.32%		
59XX	FEDERAL PROG. REVENUES	\$ 15,000	\$ 8,573	\$ 6,427	57.15%		
	<b>TOTAL REVENUE</b>	\$ 16,628,196	\$ 14,145,232	\$ 2,482,964	85.07%		
				\$ -			
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET		
11	INSTRUCTION	\$ 6,652,519	\$ 2,426,874	\$ 4,225,645	36.48%		
12	LIBRARY	\$ 144,523	\$ 56,738	\$ 87,785	39.26%		
13	STAFF DEVELOPMENT	\$ 31,709	\$ 6,266	\$ 25,443	19.76%		
21	INST. ADMINISTRATION	\$ 263,122	\$ 110,939	\$ 152,183	42.16%		
23	SCHOOL ADMINISTRATION	\$ 924,620	\$ 398,368	\$ 526,252	43.08%		
31	GUID AND COUNSELING	\$ 395,193	\$ 129,754	\$ 265,439	32.83%		
33	HEALTH SERVICES	\$ 143,726	\$ 55,674	\$ 88,052	38.74%		
34	PUPIL TRANSP - REGULAR	\$ 435,500	\$ 169,137	\$ 266,363	38.84%		
36	CO-CURRICULAR ACT	\$ 646,437	\$ 243,590	\$ 402,847	37.68%		
41	GEN ADMINISTRATION	\$ 610,719	\$ 292,006	\$ 318,713	47.81%		
51	PLANT MAINT & OPERATION	\$ 1,464,452	\$ 609,973	\$ 854,479	41.65%		
52	SECURITY	\$ 8,500	\$ 4,147	\$ 4,353	48.79%		
53	DATA PROCESSING	\$ 314,019	\$ 169,571	\$ 144,448	54.00%		
61	COMMUNITY SERVICE	\$ 2,675	\$ 2,933	\$ (258)	109.64%		
71	DEBT SERVICE	\$ 198,672	\$ 197,675	\$ 997	99.50%		
81	CAPITAL PROJECTS	\$ 55,733	\$ -	\$ 55,733	0.00%		
91	STUDENT ATTENDANCE CR	\$ 4,250,697	\$ -	\$ 4,250,697	0.00%		
99	TRAVIS COUNTY APP	\$ 92,000	\$ 44,098	\$ 47,902	47.93%		
0	Transfer Out	\$ -	\$ -	\$ -			
	<b>TOTAL EXPENDITURES</b>	\$ 16,634,816	\$ 4,917,743	\$ 11,717,073	29.56%		
Jan-16		15-16					
41.66%		Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	VARIANCE	
57xx	LOCAL TAX REVENUES	\$ 13,699,545	\$ 10,659,513	\$ 3,040,032	77.81%	-9.51%	
58XX	STATE PROG. REVENUES	\$ 2,186,748	\$ 1,629,892	\$ 556,856	74.53%	5.21%	
				\$ -			
	<b>TOTAL REVENUE</b>	\$ 15,886,293	\$ 12,289,405	\$ 3,596,888	77.36%	-7.71%	
				\$ -		0.00%	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET		
11	INSTRUCTION	\$ 6,613,575	\$ 2,692,195	\$ 3,921,380	40.71%	4.23%	
12	LIBRARY	\$ 155,172	\$ 61,986	\$ 93,186	39.95%	0.69%	
13	STAFF DEVELOPMENT	\$ 24,000	\$ 5,950	\$ 18,050	24.79%	5.03%	
21	INST. ADMINISTRATION	\$ 267,741	\$ 109,571	\$ 158,170	40.92%	-1.24%	
23	SCHOOL ADMINISTRATION	\$ 812,366	\$ 340,223	\$ 472,143	41.88%	-1.20%	
31	GUID AND COUNSELING	\$ 353,750	\$ 146,474	\$ 207,276	41.41%	8.57%	
33	HEALTH SERVICES	\$ 65,894	\$ 28,036	\$ 37,858	42.55%	3.81%	
34	PUPIL TRANSP - REGULAR	\$ 415,500	\$ 174,750	\$ 240,750	42.06%	3.22%	
36	CO-CURRICULAR ACT	\$ 620,672	\$ 260,512	\$ 360,160	41.97%	4.29%	
41	GEN ADMINISTRATION	\$ 609,194	\$ 293,254	\$ 315,940	48.14%	0.32%	
51	PLANT MAINT & OPERATION	\$ 1,544,660	\$ 642,749	\$ 901,911	41.61%	-0.04%	
52	SECURITY	\$ 5,750	\$ 4,572	\$ 1,178	79.51%	30.72%	
53	DATA PROCESSING	\$ 264,665	\$ 134,335	\$ 130,330	50.76%	-3.24%	
61	COMMUNITY SERVICE	\$ 8,867	\$ 2,911	\$ 5,956	32.83%	-76.82%	
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	-0.14%	
81	CAPITAL PROJECTS	\$ 113,000	\$ 13,501	\$ 99,499	11.95%	11.95%	
91	STUDENT ATTENDANCE CR	\$ 3,764,487	\$ -	\$ 3,764,487	0.00%	0.00%	
99	TRAVIS COUNTY APP	\$ 92,000	\$ 45,334	\$ 46,666	49.28%	1.34%	
0	Transfer Out	\$ -	\$ -	\$ -			
	<b>TOTAL EXPENDITURES</b>	\$ 15,886,293	\$ 5,110,355	\$ 10,775,938	32.17%	2.61%	



## TAX COLLECTIONS

	Current Year	Prior Year	P & I	LRP	Total
1/1/18	\$ 478,093.27	\$ 282.78	\$ 157.57	\$ 143.45	\$ 478,677.07
1/3/18	\$ 474,178.43	\$ 1,153.73	\$ 486.73	\$ -	\$ 475,818.89
1/4/18	\$ 249,287.95	\$ 11.87	\$ 12.70	\$ 0.99	\$ 249,313.51
1/5/18	\$ 1,155,923.09	\$ 571.23	\$ 272.09	\$ 46.50	\$ 1,156,812.91
1/8/18	\$ 59,307.43	\$ 521.91	\$ 140.51	\$ -	\$ 59,969.85
1/9/18	\$ 374,628.99	\$ 6.87	\$ 1.58	\$ -	\$ 374,637.44
1/10/18	\$ 30,475.94	\$ (7,855.07)	\$ 5.29	\$ 2.89	\$ 22,629.05
1/11/18	\$ 230,089.75	\$ 148.93	\$ 36.46	\$ 27.11	\$ 230,302.25
1/12/18	\$ 223,717.28	\$ 153.02	\$ 67.76	\$ 149.73	\$ 224,087.79
1/17/18	\$ 83,154.73	\$ 31.08	\$ 7.46	\$ 48.57	\$ 83,241.84
1/18/18	\$ 115,249.47	\$ 904.69	\$ 90.47	\$ -	\$ 116,244.63
1/19/18	\$ 282,587.53	\$ 221.67	\$ 67.13	\$ 44.15	\$ 282,920.48
1/22/18	\$ 166,216.61	\$ 292.20	\$ 95.32	\$ 102.39	\$ 166,706.52
1/23/18	\$ 261,558.69	\$ 147.16	\$ 52.18	\$ 14.45	\$ 261,772.48
1/24/18	\$ 202,851.49	\$ 85.80	\$ 20.59	\$ -	\$ 202,957.88
1/25/18	\$ 135,154.98	\$ 901.61	\$ 230.80	\$ 33.42	\$ 136,320.81
1/26/18	\$ 289,746.21	\$ 56.46	\$ 16.65	\$ -	\$ 289,819.32
1/29/18	\$ 229,893.68	\$ 325.62	\$ 142.54	\$ 1.85	\$ 230,363.69
1/30/18	\$ 500,398.86	\$ 2,424.09	\$ 578.05	\$ 18.48	\$ 503,419.48
1/31/18	\$ 488,108.42	\$ 3,127.03	\$ 2,716.48	\$ 226.20	\$ 494,178.13
					\$ -
					\$ -
	\$ 6,030,622.80	\$ 3,512.68	\$ 5,198.36	\$ 860.18	\$ 6,040,194.02
80.30%					
M & O	4,842,590.11	2,820.68	4,174.28	690.72	4,850,275.80
I & S	1,188,032.69	692.00	1,024.08	169.46	1,189,918.22
	6,030,622.80	3,512.68	5,198.36	860.18	6,040,194.02

	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	15,170,884.00	-4,850,275.80	-13,862,769.23	1,308,114.77	91.38%
5730 - TUITION & FEES FROM PATRONS	24,750.00	.00	-5,500.00	19,250.00	22.22%
5740 - INTEREST, RENT, MISC REVENUE	66,961.00	-2,200.82	-40,167.53	26,793.47	59.99%
5750 - REVENUE	27,500.00	-2,360.00	-26,715.77	784.23	97.15%
5760 - OTHER REV FM LOCAL SOURCE	.00	.00	.00	.00	.00%
<b>Total REVENUE-LOCAL &amp; INTERMED</b>	<b>15,290,095.00</b>	<b>-4,854,836.62</b>	<b>-13,935,152.53</b>	<b>1,354,942.47</b>	<b>91.14%</b>
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	654,810.00	.00	-355,507.00	299,303.00	54.29%
5820 - STATE PROGRAM REVENUES	.00	.00	.00	.00	.00%
5830 - TRS ON-BEHALF	546,443.00	-41,656.78	-203,079.54	343,363.46	37.16%
<b>Total STATE PROGRAM REVENUES</b>	<b>1,201,253.00</b>	<b>-41,656.78</b>	<b>-558,586.54</b>	<b>642,666.46</b>	<b>46.50%</b>
5900 - FEDERAL PROGRAM REVENUES					
5930 - VOC ED NON FOUNDATION	15,000.00	-5,654.15	-6,356.34	8,643.66	42.38%
<b>Total FEDERAL PROGRAM REVENUES</b>	<b>15,000.00</b>	<b>-5,654.15</b>	<b>-6,356.34</b>	<b>8,643.66</b>	<b>42.38%</b>
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
<b>Total OTHER RESOURCES/TRANSFER IN</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>16,506,348.00</b>	<b>-4,902,147.55</b>	<b>-14,500,095.41</b>	<b>2,006,252.59</b>	<b>87.85%</b>





	<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	-4,454,017.00	.00	7,466.00	.00	-4,446,551.00	.17%
<b>Total Function91 CHAPTER 41 PAYMENT</b>	<b>-4,454,017.00</b>	<b>.00</b>	<b>7,466.00</b>	<b>.00</b>	<b>-4,446,551.00</b>	<b>.17%</b>
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-92,000.00	.00	44,527.71	.00	-47,472.29	48.40%
<b>Total Function99 PAYMENT TO OTHER</b>	<b>-92,000.00</b>	<b>.00</b>	<b>44,527.71</b>	<b>.00</b>	<b>-47,472.29</b>	<b>48.40%</b>
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	.00	.00	.00	.00	.00	.00%
<b>Total Function00 DISTRICT WIDE</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Expenditures</b>	<b>-16,857,669.00</b>	<b>184,827.04</b>	<b>4,745,057.73</b>	<b>945,248.66</b>	<b>-11,927,784.23</b>	<b>28.15%</b>

	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	277,765.00	-11,023.25	-98,882.09	178,882.91	35.60%
<b>Total REVENUE-LOCAL &amp; INTERMED</b>	<b>277,765.00</b>	<b>-11,023.25</b>	<b>-98,882.09</b>	<b>178,882.91</b>	<b>35.60%</b>
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	6,684.00	.00	-28.99	6,655.01	.43%
<b>Total STATE PROGRAM REVENUES</b>	<b>6,684.00</b>	<b>.00</b>	<b>-28.99</b>	<b>6,655.01</b>	<b>.43%</b>
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	226,061.00	-12,227.15	-79,675.83	146,385.17	35.25%
<b>Total FEDERAL PROGRAM REVENUES</b>	<b>226,061.00</b>	<b>-12,227.15</b>	<b>-79,675.83</b>	<b>146,385.17</b>	<b>35.25%</b>
<b>Total Revenue Local-State-Federal</b>	<b>510,510.00</b>	<b>-23,250.40</b>	<b>-178,586.91</b>	<b>331,923.09</b>	<b>34.98%</b>

	<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	-504,817.00	.00	221,988.66	74,541.73	-282,828.34	43.97%
<b>Total Function35 FOOD SERVICES</b>	<b>-504,817.00</b>	<b>.00</b>	<b>221,988.66</b>	<b>74,541.73</b>	<b>-282,828.34</b>	<b>43.97%</b>
51 - PLANT MAINTENANCE & OPERATION						
6200 - PURCHASE & CONTRACTED SVS	-759.00	.00	759.00	.00	.00	100.00%
<b>Total Function51 PLANT MAINTENANCE &amp;</b>	<b>-759.00</b>	<b>.00</b>	<b>759.00</b>	<b>.00</b>	<b>.00</b>	<b>100.00%</b>
<b>Total Expenditures</b>	<b>-505,576.00</b>	<b>.00</b>	<b>222,747.66</b>	<b>74,541.73</b>	<b>-282,828.34</b>	<b>44.06%</b>

## Fund 599 / 8 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	3,721,248.00	-1,189,918.22	-3,400,456.00	320,792.00	91.38%
5740 - INTEREST, RENT, MISC REVENUE	15,000.00	.00	-6,015.29	8,984.71	40.10%
<b>Total REVENUE-LOCAL &amp; INTERMED</b>	<b>3,736,248.00</b>	<b>-1,189,918.22</b>	<b>-3,406,471.29</b>	<b>329,776.71</b>	<b>91.17%</b>
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	66,691.00	.00	-69,731.00	-3,040.00	104.56%
<b>Total STATE PROGRAM REVENUES</b>	<b>66,691.00</b>	<b>.00</b>	<b>-69,731.00</b>	<b>-3,040.00</b>	<b>104.56%</b>
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
<b>Total OTHER RESOURCES/TRANSFER IN</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>3,802,939.00</b>	<b>-1,189,918.22</b>	<b>-3,476,202.29</b>	<b>326,736.71</b>	<b>91.41%</b>

	<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	-3,296,164.00	.00	.00	.00	-3,296,164.00	-.00%
<b>Total Function71 DEBT SERVICES</b>	<b>-3,296,164.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-3,296,164.00</b>	<b>-.00%</b>
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	.00	.00	.00	.00	.00	.00%
<b>Total Function00 DISTRICT WIDE</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Expenditures</b>	<b>-3,296,164.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-3,296,164.00</b>	<b>-.00%</b>

## Comparison of Revenue to Budget

Lago Vista ISD

As of January

Fund 711 / 8 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	117,700.00	-13,712.66	-50,775.86	66,924.14	43.14%
<b>Total REVENUE-LOCAL &amp; INTERMED</b>	<b>117,700.00</b>	<b>-13,712.66</b>	<b>-50,775.86</b>	<b>66,924.14</b>	<b>43.14%</b>
5800 - STATE PROGRAM REVENUES					
5830 - TRS ON-BEHALF	.00	.00	.00	.00	.00%
<b>Total STATE PROGRAM REVENUES</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
<b>Total OTHER RESOURCES/TRANSFER IN</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>117,700.00</b>	<b>-13,712.66</b>	<b>-50,775.86</b>	<b>66,924.14</b>	<b>43.14%</b>

	<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	-109,738.00	.00	40,871.82	11,422.66	-68,866.18	37.24%
6300 - SUPPLIES AND MATERIALS	-1,200.00	.00	.00	.00	-1,200.00	-.00%
6400 - OTHER OPERATING EXPENSES	-4,100.00	154.80	1,577.15	674.49	-2,368.05	38.47%
<b>Total Function61 COMMUNITY SERVICES</b>	<b>-115,038.00</b>	<b>154.80</b>	<b>42,448.97</b>	<b>12,097.15</b>	<b>-72,434.23</b>	<b>36.90%</b>
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	.00	.00	.00	.00	.00	.00%
<b>Total Function00 DISTRICT WIDE</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Expenditures</b>	<b>-115,038.00</b>	<b>154.80</b>	<b>42,448.97</b>	<b>12,097.15</b>	<b>-72,434.23</b>	<b>36.90%</b>



## Minutes of Regular Meeting The Board of Trustees Lago Vista ISD

A Regular meeting of the Board of Trustees of Lago Vista ISD was held on January 8, 2018, at 6:00pm in the Board Room in Viking Hall, 8039 Bar-K Ranch Road, Lago Vista, Texas 78645.

### **LVISD Board Members:**

Scott Berentsen

Sharon Abbott

Laura Vincent – arrived 6:15pm

Stacy Eleuterius

David Scott

Jerrell Roque

Michael Bridges

### **Also Present:**

Darren Webb, Superintendent

Suzy Lofton, Deputy Superintendent

Heather Stoner, Principal LVHS

Davin Vogler, Principal LVMS

Stacie Davis, Principal LVIS

Paul Hunt, Technology Director

Holly Hans Jackson, Communications Coordinator

Arch Davilla, City Council Liaison

Preston Singleton, Singleton, Clark & Co.

Michelle Jackson, Principal LVES

### **1. Pledge of Allegiance/Call to Order**

Mr. Berentsen called the meeting to order at 6pm and led in the pledges to the American and Texas flags

### **2. Welcome Visitor/Public Participation/Recognition**

Arch Davilla, LV City Council Place 3, was recognized in attendance. He stated he was fulfilling his campaign promise of working with the School Board to better relations between the city and school district

### **3. Recognition of LVISD School Board for Service**

Mr. Webb thanked each of the board members for their countless hours of training and meeting to work for our students and staff; recognized each individually with a certificate and small token of appreciation.

Each of the campus principals thanked board members and presented them with small gift from students at their campus. Elementary teachers & staff made cards and a poster; Intermediate presented gift bags with student art and teacher sweets; Middle School had a video with students and staff thanking members; the High School presented arrangements designed and made by current floral design students

### **4. Audit Report**

Preston Singleton – 2017 FY Audit completed and presented findings. No audit finds – audit went very well.

David Scott made a motion to accept the audit as presented

Jerrell Roque seconded

Motion carried 7-0

### **5. Administration Reports on enrollment, attendance, curriculum, and campus activities**

- a. Elementary – Michelle Jackson – 7 withdrawals at Christmas Break; 3 of 7 were Hurricane Harvey students, 4 new enrollees – current 402 vs 410 in 2016; attendance is down due to flu and illness; Professional Dev last week was great focusing on math problem-solving; coming

- up - Kindness Challenge (Project Vinátta) Jan 22-26; UIL in Florence Jan 26<sup>th</sup>; Daddy/Daughter Dance Feb 9
- b. Intermediate – Stacie Davis – enrollment 244 vs last year 233; attendance down a little 97.06%; prepping for a butterfly garden; classes are doing videos for announcements
  - c. Middle School – Davin Vogler – enrollment 383 vs 366 (2017); 8<sup>th</sup> grade is busting at the seams
  - d. High School – Heather Stoner – enrollment 444 (last yr 434) ADA is up 1%; parent chat has been going well with another this Wednesday on Scholarships; cheer competition Jan 11<sup>th</sup>; FFA Youth Show; basketball: girls are undefeated; planning for next year-new classes, schedules, feedback, planning to do a student survey
6. Consent Agenda:
- a. Monthly Financial Reports
  - b. Minutes – Dec 11, 2017 Regular Mtg.
- Laura Vincent moved to accept the consent agenda  
Michael Bridges seconded  
Motion carried 7-0
7. 2017-2018 Compensation Plan
- Mr. Webb reminded board that in August, a resolution was passed that would allow adjustment of employee compensation
- Mr. Webb presented board with options for a stipend for 2017-2018
- After much discussion, Jerrell Roque made a motion to adopt the resolution of the LVISD Board of Trustees concerning adjustment of employee compensation in the amount as follows:  
All Teachers, Librarians, Counselors and RN's will receive a stipend of \$1,000  
All other employees will receive a stipend of \$600
- Laura Vincent seconded  
Motion carries 7-0
8. Superintendent Report
- e. Facilities – Fire Inspection completed. Over the break the following was completed - repaired ES kitchen fire hood suspension system, sprayed baseball and softball fields, completed works orders, met with group about the back service roads, Aramark did a tox-scrub on Intermediate classrooms, deep clean on each of the campuses, waxed aux gym at HS; district will get a lift in next couple of weeks
  - f. Other Items – sale of land – discovered there was a lien on construction side of High School – \$5,500 – Baird Williams said they would take care of that. Currently looking at Feb 5 closing; will be selling bonds on Feb 12 and will report at next board mtg; would like to get buses ordered ASAP or prior to Feb 12<sup>th</sup> as it can take up to 60 days for delivery; discussed the need to purchase a reel mower as the one we have is almost 20 years old and not reliable
- Board would like to re-group on bond monies  
Mr. Webb would like to get some ideas/dates for board training in the spring. (3 training hours)
- At 7:23pm, the board took a short break and went into closed session at 7:32pm
9. Closed Session:
- a. Assignment and employment pursuant to Government Code Section 551.074  
Superintendent Evaluation & Contract
- At 9:23pm, the board reconvened in open session.
10. Open Session:
- Possible action from closed session items
- Jerrell Roque made a motion to extend the Superintendents contract for 1 year with a 2% raise; reduce auto stipend and move difference to salary.
- Sharon Abbott seconded  
Motion carried 7-0





# Minutes of Special Meeting The Board of Trustees Lago Vista ISD

A Special meeting of the Board of Trustees of Lago Vista ISD was held on Wednesday, January 31, 2018, at 6:00pm in the Board Room in Viking Hall, 8039 Bar-K Ranch Road, Lago Vista, Texas 78645.

**LVISD Board Members:**

Scott Berentsen  
Sharon Abbott  
Laura Vincent

Michael Bridges  
Stacy Eleuterius  
David Scott

**Also Present:**

Darren Webb, Superintendent

1. *Call to Order*

Mr. Berentsen called the meeting to order at 6:00pm and noted a quorum.

2. Approval of Engineering Firm for HVAC work

Mr. Webb recommended hiring Hendrix Consulting Engineers (HCE) based on the satisfactory performance of several projects they have completed for the district. We have been very satisfied with the quality of their work.

Laura Vincent moved that the Board Of Trustees select the firm of Hendrix Consulting Engineers as the most highly qualified provider of services for the 2018 HVAC Replacement Project and delegate authority to the Superintendent to take all actions pursuant to Texas Government Code §2254.004 and Board Policy CH and CV.

Michael Bridges seconded

Motion carried 6-0

At 6:15pm the board went into closed session.

3. Closed Session:

- a. Assignment and employment Tex. Govt. Code 551.074

At 6:42pm, the board reconvened in open session.

David Scott made a motion to accept contract recommendations as presented by Mr. Webb.

Sharon Abbott seconded

Motion carries: 6-0

4. Adjourn

There being no more business, the meeting adjourned at 6:45pm

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Board President

Date

Date